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The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision making. Vocational guides are presented for Grades K-3, Grades 4-6, Grades 7-9, and Grades 10-12. Elements of each guide include: Introduction; objectives of vocational guidance, both general and specific; suggested activities; activity models including goals, activities, and resource materials; descriptive information on occupational clusters; periodicals and journals, and additional resources. (CH)

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A Guide for Developmental Vocational Guidance

Grades K-12

The Department of Vocational Technical Education
The Guidance and Counseling Division
The Curriculum Division
and
The Oklahoma Curriculum
Improvement Commission

THE OKLAHOMA STATE DEPARTMENT OF EDUCATION
D. D. Creech, Superintendent
1968

1907

A Guide For
Developmental Vocational Guidance

K-12

THE DEPARTMENT OF VOCATIONAL TECHNICAL EDUCATION
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THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

D. D. Creech, Superintendent

1968

FOREWORD

Significant events are happening in and out of school today which vitally affect the job of the counselor and the services he should provide. The counselor has more resources than ever before, and they are resources (people, organizations, and agencies) which are sincerely interested in being involved.

Important things are occurring both in theory and in practice. Much of what is happening to change the role of the counselor and teacher is related to vocations. No matter how we view the job, the teacher and counselor cannot escape the responsibility for integrating career and vocational concepts into their normal activities.

If the guidance program begins at the secondary level, it will be too little and too late. Vocation and career development experiences must of necessity begin in the elementary school. At the elementary level, children should learn the meaning and value of work, education, and leisure time. They also need an early understanding of the career development process.

Counseling alone is *not* enough to achieve the objectives of the guidance program. It must be supplemented by a wide variety of curricular experiences which provide interest and insights in the broad area of career development. This is true not only for the sake of efficiency; involvement of curriculum is essential to the developmental approach.

One of our greatest needs is to promote attitude change on the part of many pupils: attitude toward others—toward school—toward work—toward self. There is a need to capitalize on the classroom and the school curriculum as vehicles for attitude change. We believe this guide will be useful to counselors, teachers, and administrators as they work to bring about change in attitudes that will affect the whole child and *all* children.

The ideas printed in this guide are only a few examples of activities that may be used to further develop vocations and career guidance. The innovative teacher and counselor will initiate many other activities that will assist students to become more knowledgeable concerning vocations and careers.

We are greatly indebted to the conference participants who worked so diligently to develop this guide. Without their dedication and hard work, this material could not have been presented. Their work was truly a labor of love stemming from a desire to make a professional contribution in this vital area affecting the lives of *all* pupils.

D. D. Creech

State Superintendent of Public Instruction

ACKNOWLEDGMENTS

From the evaluations of the Oklahoma School guidance programs during their annual visitations, the Guidance staff in the spring of 1967 felt that one of the most pressing needs for the pupils in Oklahoma was a developmental vocational guidance program which would span the school years K-12.

From the recognition of this apparent need, the idea for this workshop and guide was formed. To insure a comprehensive guide, twenty participants were selected from outstanding state elementary and secondary classroom teachers, counselors, and administrators.

To all those individuals and agencies who have expressed themselves in this publication and have pioneered in the development of the Guide for "Developmental Vocational Guidance, K-12", the Guidance and Counseling Division of the Oklahoma State Department of Education is deeply appreciative.

To each of the participants who gave of themselves to share with others their vision, creative ability, courage to experiment, and rich experience has come the satisfaction of accomplishment and of unselfish service to others.

To each of the consultants who provided the leadership and challenge to produce a guide that can be used to assist boys and girls in their development into self-respecting, productive members of a working world comes the knowledge that those who use the guide will measure their professional stature, in part, by this contribution.

Without the support of the State Department of Vocational-Technical Education the development of this publication would have been impossible.

Cameron College, who provided the physical environment and extra special services for the participants, deserves special recognition for the philosophy of service to those interested in the education of children.

The Guidance and Counseling Division of the State Department of Education is sincerely grateful for the services and help from the Oklahoma Curriculum Improvement Commission and the Curriculum Division of the State Department of Education who steered the printing and publication of this guide to completion.

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PREFACE

In vocational and technical education, we are not so concerned about what occupational training course a student pursues but rather that the student has adequate information about a wide variety of occupations from which to make a choice. Often the student is confronted with beginning his or her vocational training and must make a choice as to which occupation to prepare for without really knowing what the work entails, the remuneration that can be expected, the projected future security of the job, and other information relating to job satisfaction. With such limited information, it can be expected that students will make some mistakes in their choices. These mischoices are expensive in time and money to the student and to our society. We can improve on our orientation of young people to the World of Work by beginning to provide occupational information early in our formal educational activities.

This booklet is a product of a two-week workshop attended by a small group of dedicated, hard-working classroom teachers, counselors, administrators, and vocational teachers during the summer of 1967. Information contained in the booklet can be used by teachers at all levels to develop understanding and respect by their students for a wide variety of occupational activities. With information obtained from participation in suggested or similar activities, students faced with making an occupational choice can do so without groping in the dark as has been the case so often in the past.

The efforts of the Division of Guidance and Counseling of the State Department of Education in the field of developmental guidance are commendable. I compliment the Division staff and the Workshop participants on the information and ideas presented in this publication. I encourage classroom teachers and counselors to utilize the information as a foundation upon which to build meaningful activities regarding occupational information.

Francis T. Tuttle, State Director
State Department of Vocational-Technical Education

INTRODUCTION

DEVELOPMENTAL VOCATIONAL GUIDANCE K-12

The growth and development of all children is the primary concern of education. This process in an environment conducive to the maturation of children into productive, contributing, self-respecting happy individuals is a major objective of all educators. In order to provide facilities, services, and programs that will achieve desired outcomes most pleasantly, effectively, and naturally, we have come to see this process as a continuing responsibility of the school during all the child's school experiences.

The publication of this guide, "Developmental Vocational Guidance K-12", is an effort to share with teachers, administrators, and counselors recommendations involving some facets of the child's development and some basis for vocational decision making.

While it is not the purpose of this guide to encourage children to make premature decisions concerning career choice, it is imperative that the child have an opportunity over a long period of time to develop a reservoir of information, attitudes, and experiences which will serve as a substantial base when these kinds of decisions are made.

We, in education, have a real responsibility to insure that the children of our schools are not projected into the working world, unskilled, uninformed, and forced to make the momentous decision of "what I'm going to be" between Friday evening and the following Monday morning.

Successful entry and establishment in one's chosen vocation or career depends as largely upon the attitudes held as the degree of skill attained. Realizing that in the changing nature of the world's technology it is impracticable, if not impossible, for the child to select specific jobs very early in life, it behooves the adult in the child's world to help him prepare himself with a broad scope and a realistic concept of the "world of work", the dignity of labor, and the value of acceptable performance at whatever level that individual operates. There are no "bad jobs", but too often there are unhappy workers.

The contents of this guide contain only a few of the creative and innovative techniques available to school people in Oklahoma and do not presume to limit the activities of vocational guidance in the local schools. The recommendations were developed with the idea that they were adaptable and pertinent to the schools of Oklahoma regardless of size or location.

The Guidance and Counseling Division of the Oklahoma State Department of Education is pleased to provide this guide which is the culmination of the efforts of a group of dedicated, energetic, and able educators who participated in an intensive two week workshop on the campus of Cameron State College in June of 1967.

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Jobs I Know Jobs I Do

VOCATIONAL GUIDANCE K-3

K-3 INTRODUCTION

Early in a child's life a developmental guidance program can help him develop attitudes toward the world of work and give him a background of information about occupations. In vocational guidance, as in any new area, the emphasis is now shifting from preoccupation with problems to a focus on ways of preventing these problems. As stated by Lifton[1], "by increasing self-understanding and a realistic awareness of the world around us, there is provided the type of educational experience that will insure a healthier approach to life's problems."

By exploring occupations children can see a positive relationship between school and the world of work. They will gradually become informed about the skills and requirements for many occupations. This will enable them to see personal values in school. Thus we can solve many problems before they become serious.

When the school has a counselor, he can help coordinate a developmental program of vocational guidance. However, if the school is unable to provide this service, each teacher can do much by becoming conscious of the need for providing vocational information. Many meaningful experiences can easily be incorporated into the regular classroom activities thus providing enrichment, adding important information, and demonstrating that school-life and working-life are inseparable.

The materials included in the K-3 section are not identified as being especially relevant to any certain grade level. The teacher and the counselor can use the parts which he feels most appropriate for the children in his particular classroom. Some kindergarten teachers may find that their children are ready for some concepts of the community and its workers. On the other hand, some third grade teachers may feel the need to go into depth in some particular areas of study.

Appreciation for the workers in the family, including the tasks the children do, may be a good place to begin the study of occupations. The jobs done by members of the families should certainly be explored. Parents, in the clothes they wear to work, could talk to the children about their particular vocations.

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[1] Lifton, Walter M. in the Foreword to *Occupational Information in the Elementary School* by Willa Norris, Science Research Associates, 1963.

The early days of school provide an excellent opportunity to explore the school surroundings and workers. In the process of orienting the child to his new surroundings, the importance and interdependence of the workers can be stressed.

The workers the child sees coming to his home, the workers at school, in the neighborhood, the church, and the local community make appropriate studies for the primary grades. Some teachers may want to include a study of transportation.

Developing wholesome attitudes in the young child is particularly important. As these attitudes become a part of him, the child will grow toward becoming a contributing, well-adjusted member of society.

GENERAL OBJECTIVES OF VOCATIONAL GUIDANCE, K-3

I. Develop attitudes
  A. to accept and respect self and others
  B. to be dependable
  C. to be responsible
  D. to be cooperative
  E. to enjoy work and play
II. Introduce the world of work
  A. jobs I do
    1. home
    2. school
  B. jobs I know
    1. home
    2. school
    3. community
III. Present occupational information
  A. family members
  B. school staff
  C. community
IV. Dignify the importance of all honest work by
  A. role playing
  B. field trips
  C. audio visuals
  D. bulletin boards
  E. riddles and puzzles
  F. discussions and committee reports
  G. books, newspapers, magazines
  H. art work and exhibits

SUGGESTED CLASSROOM ACTIVITIES

The classroom program can be enriched by some special attention to occupations whenever an occasion arises. There are many stories in the regular reading texts and in social studies books which are excellent for this purpose. These can be developed briefly, or as thoroughly as each teacher finds appropriate. Materials on occupations fit well into the language arts program. Oral and written individual and committee reports can be given. Arithmetic relates well to the study of workers and the skills they need. Art activities can relate to workers and what they do. In music, rhythms, action, and work songs are readily available. As the teacher becomes aware of the possibilities and the values involved, many ideas will occur to him.

In these years we ordinarily learn about the home, the school, the neighborhood, and the local community. When making the usual field trip, emphasis can be placed on the worker, as well as the product and its value. For example, on a trip to visit a bakery, attention could be directed to the workers there, what they do, how they received their training, how one worker depends on many others, and what they enjoy about their jobs.

Such thinking will make any field trip more valuable, providing occupational information that is both concrete and real is presented at the same time. Even small children will be developing attitudes and building a storehouse of information about occupations if given opportunities. Importance can be attached even to the "helping" jobs in the classroom by teaching children to see the importance and challenge of all work.

LEARNING THROUGH CLASSROOM PLAY

The process of choosing a vocation has been found to be gradual and developmental. Usually the years of early childhood are thought of as a period of fantasy where the child dreams of what he might be some day.

Young children can be expected to identify with work they consider glamorous. This need not be discouraged. As children begin to identify with various workers, they should be provided with wholesome models.

Very early in a child's life, he should develop attitudes toward the world of work and the value of each individual's contribution. When respect for every type of work has been developed, the child, through imagination and role playing, can safely explore whatever role his fancy dictates. Through his imagination, he will begin to see himself as a person of value with a contribution to make in the world of work. The more experiences we provide about work and workers, the better prepared the child will be for later and more realistic stages of choosing a vocation. Early contacts with people at work will give him information which is realistic and personal. He can see the possible outcomes of the choices he will someday make.

Available in most primary classrooms are a variety of materials conducive to imaginative play. Among these could easily be articles, particularly hats, which are usually recognized as relating to an occupation. Some possibilities are: carpenter's hat and apron, postman's hat and bag, nurse's cap, doctor's stethoscope and bag, fireman's hat, chef's hat, policeman's hat, articles suggestive of the beauty operator, secretary's notebook and pencil, lab apron, artist's smock and easel, ballet shoes, waitress' apron and tray, painter's cap and brush, pilot's hat, stewardess' cap, bus driver's cap, custodian's keys and broom, space helmet, musical instruments, cowboy's hat, and many others.

With such materials readily available, as the children pretend to be different workers much factual information can be included. The teacher's attitude should encourage respect for each and every occupation and recognition of its values to the community.

EXPERIENCE CHARTS

Experience charts have been found to be an effective technique in encouraging children to read. The following suggestions are presented to show the teacher how she can develop an awareness of the different vocations and how they affect the child.

The teacher may select a child and develop an experience chart about his father by including questions similar to the following:

1. What does your father do?
2. Where does he work?
3. Does he work by himself?
4. What does he do in his job?
5. How does the policeman help us?
6. What would happen if we didn't have the policeman?
7. If you wanted to be a policeman, would you need to like people?

SAMPLE CHART

My father is a policeman.

He works in town.

He works with other policemen and people.

He helps people.

He helps me across the street.

We would not be safe without policemen.

The policeman needs to like people.

Charts may be developed on mothers, community workers, school workers, jobs I do, and jobs I know.

ROLE PLAYING

Here are some suggestions and questions the teacher could ask small children to get them to respond to role playing. (Let children make up their own conversation.) The teacher may select a child to act out each character. She asks the questions to direct the conversation as they move along in the role play.

Mother asks the child to go to the grocery store for fresh tomatoes and fresh green beans. (What would the child say to Mr. Smith when he sees him? What would he ask for?)

(Teacher asks: "What would Mr. Smith say if he did not have fresh tomatoes or fresh green beans? Would he know where to get them? How will he get them?")

Groceryman refers the child to the truck driver at the rear of the store.

(Teacher asks: "What will the child ask the truck driver?")
Child talks with the truck driver.

Truck driver wonders where he will go to get the fresh tomatoes and the fresh green beans. What will he say to the child? Where will he tell the child to go next?

Child wonders where he will go and how he will get there.

(Mother asks: "Where do we go? What are we going to look for? Who do we need to see? What will we say?")

The class may want to go to the farmers' market. This would be a very interesting field trip.

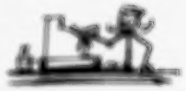
RIDDLES MAY BE USED TO PRESENT OCCUPATIONAL INFORMATION

Mr. Smith works at school.
He is our helper.
He keeps our school clean.
He opens the doors.
He helps our teacher.
He gets money for this.
What is his job?

Miss Jones helps us.
She comes to our school.
She helps us to know which
foods for us to eat.
Which foods build strong bodies.
When we feel badly, She
makes us feel better.
Miss Jones gets money for this.
What is her job?

Mrs. Brown works at school.
She is a good helper.
She cooks our lunch.
Our lunch is so good.
Mrs. Brown gets money for this.
What is her job?

We visited the grocery store.
We saw Jones's mother.
She works there everyday.
When we buy foods, she
takes our money.
She gets money for this.
What is her job?

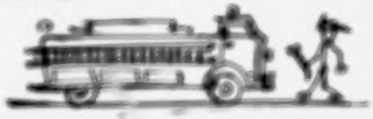


My brother works at the grocery store.
He puts foods on the shelves.
He puts food in the paper bag.
He gets money for this work.
What is his job?

My grandfather helps the groceryman.
He lives on the farm.
He grows vegetables and fruit.
He has chickens and pigs.
He has cows that give milk.
Grandfather sells some of these
products to the groceryman.
The groceryman pays Grandfather
for these products.

RIDDLES MAY BE USED TO PRESENT OCCUPATIONAL INFORMATION (Cont'd)

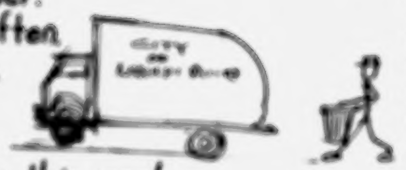
I am a very important helper.
I work at the fire station.
I wear a fireman's hat and suit.
Sometime I drive the fire truck.
I visit your school.
I come to your house if you need me.
I get money for this work.
What is my job?



I am a helper.
I help take care of you.
I help you cross the street.
I wear a badge.
Who am I?

I am a worker.
Sometimes I come to your house.
I drive a truck.
I have many tools.
I fix faucets for mother.
Who am I?
Draw me.

I am an important helper.
I come to your house often.
I pick up the garbage.
I keep the city clean.
I help keep you well.
I get money for doing this work.
What is my job?



I come to your house everyday.
I bring letters from friends.
I wear a blue suit.
I like my job.
Who am I?

I am a worker.
I work on new homes.
I wear white clothes.
I use a big brush.
I make the home pretty.
Who am I?
Draw me.

COMMUNITY HELPERS

A Play

Author Unknown

This play was used by Velma Lee Grimes, a first grade teacher in Ada, Oklahoma, as an assembly program in the completion of a unit on community helpers. It could easily be adapted to more closely fit any community or be usable for other grades.

Scene: A street with lamp posts, United States Post Office, grocery store, church, ice cream store, toy store, or other buildings. These can be constructed and painted in the classroom. Cardboard boxes are easily used for this.

Characters wear any articles of clothing suggesting their occupations.

NARRATOR: In the first grade, we are studying the community. Now you will have the chance to meet some of the people who live in our town. Would you like to know the folks you see, as you go up and down? We should like to introduce to you the people of our town.

FATHER: I must go to work now. I have lots to do today.

MOTHER: I need to shop a while this morning, so we will see you tonight.

CHILDREN: May we go too? Goodbye, Daddy.

NARRATOR: Here is the teacher of our town.

TEACHER: Good morning, I teach the children many things they like to do: reading, writing, arithmetic, and the ABC's too.

(ABC Song, School Days, America the Beautiful, We Sit in a Circle.)

NARRATOR: This is the doctor in our town.

DOCTOR: There are fifteen patients waiting. I hope to cure them all.

NARRATOR: The doctor has helpers too.

NURSES: We gladly work to get you well, and check your temperature. Sometimes we give a shot or two, your sickness just to cure.

NARRATOR: The postman goes from door to door throughout the entire land.

POSTMAN: Good day to you. I bring you papers and letters if I can.

NARRATOR: Here are the policemen who help in our town.

POLICEMEN: (One or more children can be used in several occupations). We are the policemen at the corner, that are watching out for you. If I didn't blow my whistle, I don't know what you would do. (Song about a policeman).

NARRATOR: Here are the bankers in our town.

BANKERS: We bankers keep your money safe, we lock the vault at night. The burglar alarm is guaranteed to give a burglar a fright.

NARRATOR. Here comes the milkman now.

MILKMAN: I get up very early so you'll have your breakfast cream.

NARRATOR: No town is complete without an ice cream lady.

ICE CREAM LADY: I'm the ice cream lady from the ice cream store. I serve you with a smile. Ice cream in white, pink, or brown fixed in the latest style.

NARRATOR: The engineer runs the train.

ENGINEER: I carry people, mail, and freight through sunshine, snow, or rain. (Song: Down by the Station).

NARRATOR: Over here are our checkers from the grocery store.

GROCERY CHECKERS: We try to help you get the things you need. We serve you with a smile, and add the bill with speed.

NARRATOR: Now these are our cooks.

COOKS: A cook is always busy. People say our apple pie will help keep you well.

NARRATOR: If there is a fire, we know whom to call.

FIREMEN: We bring the water hose, we put the fire out then away we go. (An appropriate song).

NARRATOR: Here is our baker.

BAKER: Bake, bake, bake, work, work, work. I work and work all day. (Song: "Oh, Do You Know the Baker Man?" to the tune of "Oh, Do You Know the Muffin Man?")

NARRATOR: Do you need a plumber today?

PLUMBERS: We are the plumbers whom you need when pipes get troublesome. We fix all leaks and quickly too, with my tools I come.

NARRATOR: We often need mechanics in our town.

MECHANICS: We're busy you can see.
If you can't get your car to run, just send the thing to me.

ALL: We are the people whom you meet as you go up and down.
We are the ones who help you most, to make a lovely town.
(Musical games would be appropriate here.)

NARRATOR: Now we want you to see some fun we have at times in our nice town. (Round and Round the Village, Hokey-Pokey, or others.)

FIELD TRIPS

Children in grades K-3 are eager to explore the outside world. They are naturally curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early occupational information cannot be overemphasized. The teacher should point out the workers they will see on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Emotions are sometimes evoked in such situations. Talking about occupations may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom. Some of the purposes of field trips are:

1. Having youngsters develop an awareness of the many different workers in the community.
    a. home
    b. school
    c. neighborhood
    d. local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Before the trip, certain preparations should be made. Some of them include:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first.
    a. Get idea of time involved.
    b. Find out who the people are.
    c. Find out the problems to be met.
    d. Find out what background information students should have.

3. Make plans for transportation.
    a. What kind?
    b. Who will provide it?
    c. What will it cost?
4. Obtain signed statements from parents allowing children to make the trip.

The teacher and pupils may plan the trip together.

1. Overview should be given
    a. stories
    b. pictures
    c. role-playing
    d. class discussion
2. Committees should gather information
    a. kinds of workers
    b. working conditions
    c. training of workers
    d. duties of workers
3. Safety precautions should be discussed.
4. Behavior as guests should be made clear.

After the trip there are certain questions the teacher may ask the students which will reinforce the vocational aspects of the trip. This is very important. The purposes of the trip will determine the questions asked. Some others are:

1. What kinds of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working conditions?
4. What kind of training do these workers need?

The class will want to write a thank-you letter to the individual or agency or business visited. Further reports and discussions may be planned by the teacher if there is interest on the part of the students.

EVALUATION

These questions may be used in conjunction with any of the materials presented in this section for evaluation purposes.

1. Are the students learning to cooperate?
2. Are the students growing in self-confidence?
3. Are the students developing inquiring and exploring attitudes?
4. Has the pupil received basic concepts?
5. Have students learned how to locate materials?
6. Did students realize that learning is fun?
7. Have students learned new words?
8. Did students improve in reporting to the class?

9. Did pupils ask questions freely?
10. Are students practicing critical thinking and problem-solving skills?
11. Did students show leadership qualities?
12. Were students able to state ideas clearly?
13. Are students learning to use a variety of new materials?
14. Does the class show a greater interest in concepts presented?
15. Are pupils gaining facility in vocabulary?
16. Are students developing good listening habits?
17. Did students' interests increase as unit progressed?
18. What are the attitudes of the group concerning the workers performing different jobs?
19. Is there a marked degree of respect for the jobs others do for us?
20. Are the children beginning to see the difference between fact and fantasy?
21. Do students realize the relationship of workers and those they render services for?
22. Is there an increasing awareness of the importance of work?
23. Do children understand the meaning of the vocabulary presented?
24. Do pupils understand that some jobs require more skills than others?
25. Do pupils understand that some jobs pay more than others?
26. How many members of the class showed interest in class discussion?
27. Did the children enjoy the learning activities?
28. What evidences are there that children have developed an attitude of respect toward the workers?
29. Do the children participate in role playing and dramatizations?
30. In what ways have these units correlated with other subjects?
31. Did the children participate in decorating the bulletin board?
32. Do the children notice other children's choice of jobs?
33. Did students enjoy the field trips?
34. Were there evidences of an improvement in study skills?
35. How many times did boys and girls change their choice of jobs?
36. Are these choices of jobs determined by the jobs done by parents?
37. Are the students able to work in small groups?
38. Was there evidence shown of respect for group leaders?
39. Are the students able to work with large groups?
40. Do pupils' play habits reflect their pleasure of working together?

SUGGESTED LETTER TO PARENTS

SOUTH ELEMENTARY SCHOOL

Dear Mr.________________________:
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in________________'s class. (child's name)

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?______________________________

2. What are some of your duties?______________________

____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.) ?

____

____

4. Would a field trip to your place of employment be beneficial at this grade level?______________________________

Thank you for your consideration.

____

Sincerely yours,
(teacher)

SUGGESTED UNITS

The Home

GOAL: To develop an appreciation of the dignity of all honest work by exploring the jobs I know and the jobs I do around my home.

What Students Need to Know

What parents do on their jobs?
What work parents do at home?
It is important that each child has jobs to do at home.
All family members must work together to make a happy home.
Jobs are interdependent.
Many types of workers are necessary.
Every person should assume some responsibility for work in the home.
The money people earn helps to buy the things they need.
There is satisfaction in any job done well.

Suggested Activities

Tell what your parents do.
Tell what jobs you do at home and why they are important.
Draw a picture of one of your parents or other relatives at work.
Discuss ways in which cooperative working helps the family have leisure time.
Plan definite jobs to be done as helpers in the schoolroom.
Play house.
Act out father's or mother's job.
Draw a picture of yourself working.
Tell, "What I do to help my family."
Tell, "How members of my family help me."
Make scrapbooks of home and family.
Send out letters to parents seeking information on the jobs they do.
Invite fathers of different occupations to school (in work uniforms) to talk with the class.

Instructional Materials and Resources

Songs:
"Fun to be a Helper," page 15, *Music 'Round the Clock*. Wolfe, Krone, and Fullerton. Improvise verses to fit jobs to the tune, "This is the Way We Wash Our Clothes."
"The Gardner," page 18, *Music 'Round the Clock*. Wolfe, Krone, and Fullerton.
Records:
Manners Can Be Fun and *I am Dressing Myself*, City Adventure, 51-61 Vaseco Inc.
Stories:
"Come and Work," *My Little Green Story Book*, Ginn and Co.
"Work and Work," ibid
"The Play House," *My Little Blue Book*, ibid
"The Birthday Cake," *The Little White House*, ibid
"Pails and Pails of Paint," *Up and Away*. Houghton Mifflin Co.
"Tell the Story," page 2, *Reading Readiness*. Ginn and Co.

The Home (Cont'd)

Suggested Activities

Have children discuss some good working habits they learned from a job they do at home.

Let the children dramatize or discuss what would happen if everyone in the home didn't do his job.

Make a bulletin board showing people working on one side and people playing on the other side with a suggested title, "We work together so we can play together."

Have the children make a list of the things they could do at home.

During the unit, discuss with the children the jobs they are doing.

Questions to ask the children:
  - How does each person in your family help to make your home complete?
  - How do the helpers in our room make it better?
  - When one person forgets to do his part, how do we feel?

Instructional Materials and Resources

Stories: (cont'd)
  "Mother," pages 54-55, ibid.
  "Father," pages 56-57, ibid.

Books:
Pierce, Mary Lush. *The Community Where I Live.*
Hoffman, Elaine, and Hefflefinger, Jane. *About Family Helpers.*
Hoffman and Hefflefinger. *About More Friendly Helpers.*
Werner, Elsa Jane. *Houses.*
Bowman, Clare. *Busy Bodies.*

Filmstrips:
The Home Community. William P. Gottlieh Co.
Growing Up Series, McGraw-Hill
Good Manners. William P. Gottlieh.
Guidance Stories. EBF Films.
Safety Stories. EBF Films.
Helping Mother, No. 38-823, Curriculum Filmstrips.
Working Together in the Family. Society for Visual Education.

Films:
Appreciating Our Parents. Coronet Films.
Our Family Works Together Coronet Films.
Children at Work. United World Films.

The School

GOAL: To develop an awareness of the importance of the different types of jobs by learning about the workers at our school.

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Who is the principal? What does he do? What does the counselor do to help us? What does the school nurse do? What does the librarian do? Who has the doors open, the building warm and clean? The teachers are loving, helping people who respect each child as an individual. The cooks work to prepare good wholesome food. The deliverymen are important. Each worker has a home. Each worker earns money to buy the things he and his family need. If any one worker failed to do his job well, all the other workers would be inconvenienced. The child is a valuable worker as he does his part at school. Learning to play with others is important. Children need to learn to play by the rules of the game, to put forth their best effort, to win fairly, and to lose gracefully.	Visit each person in his work area. Visit the library, lunch room, supply room, and other rooms. Talk about the importance of the job each person does. Play a game, "Who Am I?" Tell some important things I do and let the others guess who it is. Adapt rhymes and finger plays. Help keep the room clean by putting things in their places, picking up paper, keeping belongings in place. Build school buildings with blocks. Role play teacher, principal, nurse, etc. (could use puppets). Draw pictures of school and personnel. Make Experience Charts. Have committee reports or class discussions concerning the training necessary for the different workers. Make greeting cards for the school helpers at appropriate times.	Music: "We Sit in a Circle and Read Together," *American Singer,* Book 1. Social Studies Series: Fraser and Hoy. *Our Homes and Our School.* Cutright, et al. *Living as School Friends.* Books: Dodworth, Dorothy L. *Mrs. Doodlepunk Trades Work.* Goudey, Alice. *Here Comes the Bees!* Tudor, Tasha. *Becky's Birthday.* Records: *I Wish I Were.* Educational Record Sales Catalog 1966B. *Manners at School.* ibid. *Manners at Play.* ibid. *Guidance Stories.* EBF Films. *Good Manners.* William Gottlieb Co. *Safety Stories.* EBF Films. *Work and Play with Janet.* Vasco, Inc.

THE GROCERYMAN AND HIS HELPERS

Community Worker

GOAL: Use a unit on the groceryman to show his interdependence with other community workers.

What Students Need to Know

The groceryman is a worker in the community.

The people depend on the groceryman for many things.

The groceryman depends on other workers in the community.

Some of the community workers are:

Banker
Storekeeper
Policeman
Fireman
Postman
Newspaper Reporter
Minister
Salesman
City Workers
Doctor

There are many kinds of workers needed in order for the groceryman to have a store.

Different personalities are needed for different jobs.

The groceryman helps to keep us healthy by selling us groceries that are fresh and nourishing.

The groceryman earns money when people buy groceries.

Suggested Activities

Read stories to the children about the grocery store and the different jobs involved.

Have the children read stories from text or library books about the grocery store.

Develop experience charts about the people who work in the grocery store.

Bring people to the class that are connected with the grocery store either as the owner or worker in the store. This is especially effective if the parents or relatives of the children in the classroom can be used.

Have a store in the room.

A listening activity could be developed by letting one child be the groceryman in the play store and then calling off several items to see if the children could go to the play store and ask for the items called for.

Make up riddles about the people who work at the store or are connected with it.

Make booklets for new vocabulary.

Instructional Materials and Resources

Books:

Cook, David C. *Community Helpers.*

Barr, Jene. *Ben's Busy Service Station.*

Bendick, Jeanne. *The First Book of Supermarkets.*

Greene, Carla. *I Want to Be a Storekeeper, I Want to Be a Dairy Farmer, I Want to Be a Postman, I Want to Be a Policeman, I Want to Be a News Reporter, I Want to Be a Mechanic.*

Russell, Betty. *Big Store, Funny Door.*

Goodspeed, J. M. *Let's Go to a Supermarket.*

Stories:

"The Store" and "Smarty at the Store," *Farm and City.* Heath and Co.

Songs:

"The Gas Station Man," page 35; "The Farmer," page 106; "Come to the Fair," page 112; "Driving the Tractor," page 23; and "Market Song," page 13; *Music 'Round the Town.* Wolfe, Krone, and Fullerton.

"The Policeman," *New Music Horizons.* Silver Burdett Co.

Community Worker (Cont'd)

What Students Need to Know

The groceryman uses some of the money he earns and pays the people who work for him and the people from whom he buys.

People who live in the community are accepting responsibility when they are courteous to other people.

Suggested Activities

Role play. Have children act out the different people who work in the grocery store.

Have children act out what would happen if the groceryman did not sell fresh, wholesome food.

Have children act out what would happen if the workers who are connected with the grocery store did not do their job.

Make bulletin boards showing some of the things we buy in the grocery store. Different community helpers.

Take a field trip to the grocery store.

Have a county fair showing the products of the farmer.

Dramatize a day in the life of a groceryman (Going to the bank, buying clothes, visiting the doctor's office, going to church, newspaper, etc.)

Discuss with the children how the groceryman depends on the policeman, fireman, and builders of the community.

Make a scrapbook about the different vocations studied and the training workers need to do their jobs.

Instructional Materials and Resources

Poems:

"General Store," page 18. *Music 'Round the Town*. Wolfe, Krone, and Fullerton.

"Storekeeper," and "City People," *Farm and City*. D. C. Heath.

Filmstrips:

Food Store. Encyclopaedia Brittannica Films.

Our Neighborhood Stores. Eye Gate House.

Stores in the City. Curriculum Materials.

Visit to a Shopping Center. Stanley Bowman.

In and Out of the Neighborhood. Encyclopaedia Britannica.

Life on the Farm. William P. Gottlieh Co.

Food. ibid.

Growing Up Series. McGraw-Hill.

Records:

Neighborhood and Community Series and *Community Helper Series*. Educational Record Sales. McGraw-Hill.

Little Red Hen.

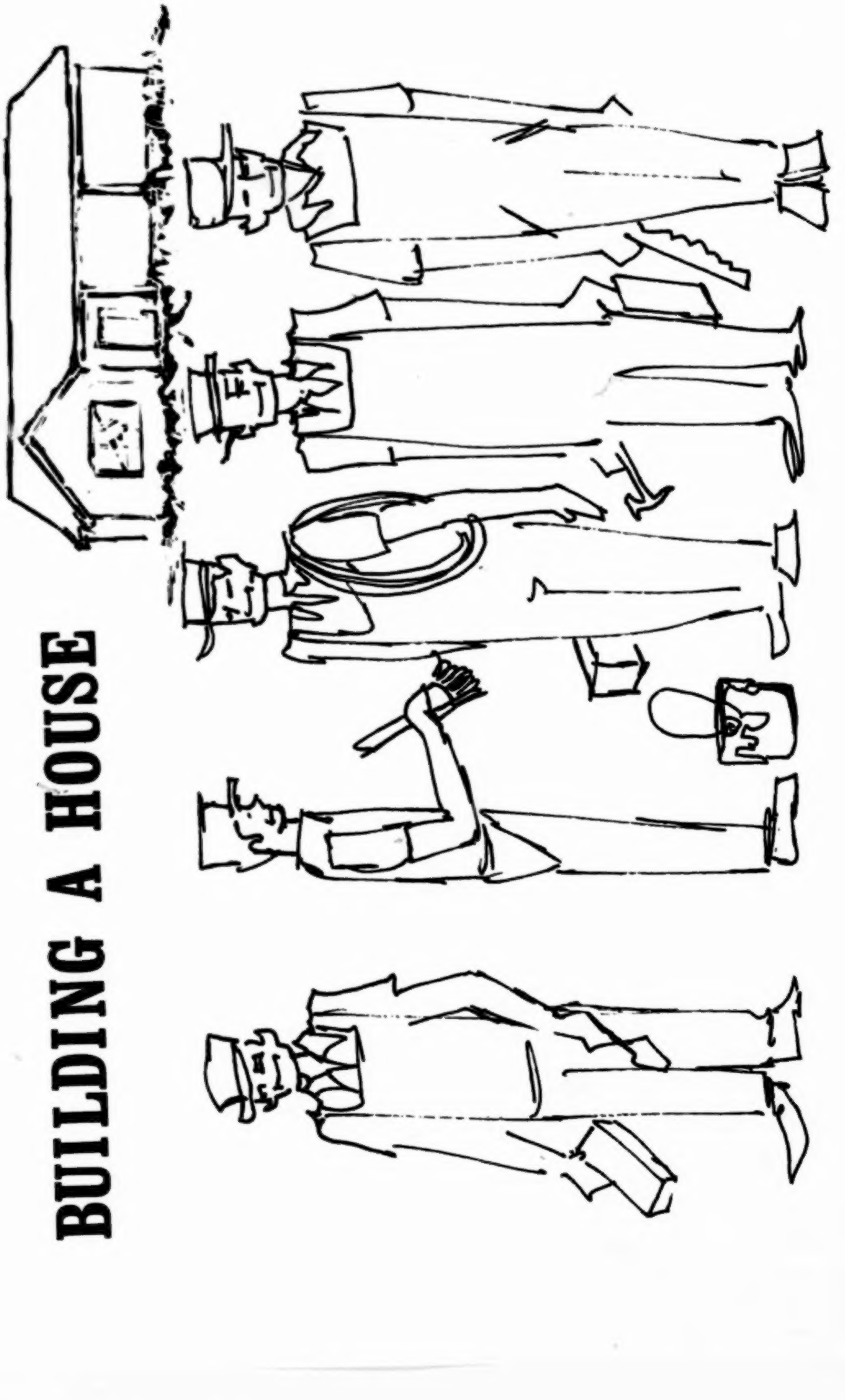
Let's Be Firemen.

Let's Be Policemen.

Community Worker (Cont'd)

Suggested Activities	*Instructional Materials and Resources*
Let children draw cartoons about the community workers. Culminate the unit by having open house and inviting parents, friends, and community workers. Have children draw pictures of the community workers and the places where they work.	Films: *Let's Be Good Citizens in Our Neighborhood.* Gateway. *Stores in Our Community.* Coronet Films. Materials: Posters, Careers, Inc., P.O. Box 135, Largo, Florida Instructo Flannel Board Kits, Number 150-151.

BUILDING A HOUSE



BUILDING A HOUSE

GOAL: To help children understand that all families live in homes and that there are many different kinds of homes. To build a home requires many workers with different skills.

What Students Need to Know

All people live in houses. People live in different kinds of houses. Some rent houses. Some buy homes.

It requires skilled workers to build a house. Each worker must have special training.

Help children understand that many specialists work together to build a house.

Help children understand the differences in houses and apartments.

Different jobs and materials are required to build houses.

These materials are produced by different workers. These materials are lumber, brick, glass, pipe, wire, etc.

The responsibilities of the architect is to make blueprints to draw the house.

Architects are artists who create the kind of house the person wants.

Suggested Activities

Field trip to see houses in neighborhood being constructed.

Children draw pictures of their homes.

Make mural pictures.

Children cut pictures of different kinds of homes from magazines. Paste on boxes to make a community.

Play game where child stands behind desk as his home. Another child visits the child at home.

Take a field trip to see the electrician wiring a house.

Cut pictures of the electrician doing his job from magazines and make posters and scrapbooks.

Discuss all things in the home and school that depend on electricity.

Use child's electric train to demonstrate the power of electricity. Demonstrate what happens when all electricity is cut off.

Instructional Materials and Resources

Books:

Skarr, Grace. *The Little Red House.*

Barr, Donald. *The How and Why Wonder Book of Building.*

Galdone, Paul. *The House that Jack Built.*

Lenski, Lois. *We Live in the City.*

Stanek, Muriel and Johnson, Barbara. *How People Live in the Big City.*

Yates, Raymond. *A Boy and a Battery.*

Hurd, Edith Thacher. *Benny the Bulldozer.*

Ray, Bert. *We Live in the City.*

"Tell the Story," pages 73-74; "Father," page 54; "Look and Tell," page 4; "Come and Work," pages 19-22; "The Play House," pages 57-62; *Manual for Teaching the Reading Readiness Program. Fun with Tom and Betty. Games to Play.* Ginn Basic Series.

Hardy, Kay. *How to Paint and Wallpaper.*

Yates, Raymond F. *The Boys Book of Tools.*

Hamilton, Edwin T. *Home Carpentry.*

Building A House (Cont'd)

What Students Need to Know

The job performed by the electrician is highly skilled. He is responsible for placing the electric wires that furnish the electricity for the refrigerator, washing machine, radio, TV, etc.

The plumber is a highly skilled person whose responsibility is to place the pipes to furnish water in the kitchen, bathroom, basement, yard, swimming pool, etc.

The bricklayer is a skilled worker who has learned to place bricks to make the house strong and durable.

Some houses are made of wood and are painted in different colors.

Help the children to learn the bulldozer is a useful machine. The bulldozer is a powerful machine. It is used to push heavy dirt into piles or to move a pile of dirt. The bulldozer must work on hard or soft dirt. The bulldozer can go backward or forward. The operator is a skilled person who is trained to do this job.

Suggested Activities

Watch for a plumber at work. Ask him questions.

Cut pictures out of magazines and make charts.

Visit a home where a bricklayer is working. Ask questions and write on Experience Chart.

Draw pictures of brick houses.

Discuss how bricks are made.

Field trip to see bulldozer in use in building a new house.

Buy a toy bulldozer and ask child to demonstrate. Compare the size of the bulldozer with the truck and the car.

Use blocks to make houses.

Use sugar cubes stuck together with paste to make houses.

Bulletin boards: pictures of different kinds of houses and workers who build houses.

Invite construction workers to come to school in work clothes to talk about their work and show their tools.

Instructional Materials and Resources

Burns, William A. *A World Full of Homes.*

Carter, Katherine. *The True Book of Houses.*

Colman, Hilda. *Peter's Brownstone House.*

Goodspeed, J. M. *Let's Take a Trip to Watch a Building Go Up.*

Hader, Berta, and Hader, Elmer. *The Little Stone House: A Story of Building a House in the Country.*

Hawkes, Hester. *Tamis' New House.*

Hurd, Edith Thacher, and Hurd, Clement. *Somebody's House.*

Leavitt, Jerome. *Tools for Building.*

Miles, Betty. *A House for Everyone.*

Provas, Malcolm. *How We Get Shelter.*

Urell, Catherine, and others. *Big City Homes.*

Wilder, Laura Ingalls. *Little House on the Prairie.*

Zaffo, George J. *The Big Book of Real Building and Wrecking Machines.*

Phamphlets:

Bricklayers (Occupational Brief #22). SRA.

Plumbers (Construction), Chronicle Guidance Publication.

Carpenters. Hardia Careers.

Carpenters (Occupational Brief #23). SRA.

Building A House (Cont'd)

What Students Need to Know

The painters and paperhangers are very important people in the beautification of the home. These people work independently at jobs when they are called in to complete the job.

The carpenter uses the saw, hammer, and nails to perform his job. He uses hand and power tools, forming the walls, floors, ceiling, and roofs.

Suggested Activities

Painting houses made of boxes.

Using wallpaper sample books, paper room inside box house.

Field trip to visit house being built, observing the carpenter using his materials.

Role playing.

Building bird houses using carpenter tools.

Instructional Materials and Resources

Films:
The City. Encyclopaedia Britannica Films.
Building a House. Encyclopaedia Britannica Films.
Homes. United World Films.
Let's Build a House. Churchill.
Machines That Move Earth. Film Association.

Filmstrips:
The Skyscraper. McGraw-Hill.

Records:
Building a City. Young People's Records.
Mike Mulligan and His Steamshovel. Weston Woods Studio.
Sing a Song of Homes. Educational Record Sales.

Songs:
"At Our House," pages 8-9; "Old House," page 83; *Music In Our Town*. Silver Burdett.
"Busy Workers, page 16, *Music 'Round the Clock*. Wolfe, Krone, and Fullerton.
"Building a House," page 69, *Music for Young Americans*. American Book Company.
"My Mother's House", page 45, *Music Through the Year*. Follett.
"Builders at Work," page 30; "Carpenters," page 36; "Evening at Home," page 124; *Music 'Round the Town*. Wolfe, Krone, and Fullerton.

Field Trip	Related Workers	Involve Parents and Others	Music	Related Activities	Art
Bakery	Baker, sales-person, truckers & other transportation workers. Farmers: wheat, poultry, sugar growers, cleaning people, dishwashers.	For recipes and aprons. Taking trips. Serve them cookies.	"Muffin Man," p.7, *Music 'Round the Town.* Wolfe, Krone, and Fullerton.	Make cookies: counting, measuring, timing, baking, cleaning up, sharing. Examine some grains of wheat; chew some.	Decorate real or make believe cookies Draw what you saw.
Fire Station	Garage man, Water department Telephone people.	Fireman talk wi ith children. Show how they use th ne equipment.	"We Want to See the Fireman," p.81. *Music in Our Town.* Silver Burdette.	Role playing safety units Photo of children with fireman.	Draw the fireman at work. Draw a fire safety poster.
Train Ride	Ticket agent Engineers Telephone operator R.R. track workers Porters Taxi drivers.	Parents meet th ne train and some ne go for ride.	"On Our Train," p. 53, *Music 'Round the Town.* Wolfe, Krone, and Fullerton. "Trains," p. 163, *Music Through the Year.* ibid. "Little Red Caboose," p. 22, *Growing with Music.* Wilson et al.	Make or show toy trains. Role playing stories about trains. Play train with rhythm and movement. Listen to records	Draw a worker who helped with our train ride.
City Park or Zoo	Zookeeper Clean up people Zoo doctor Concession workers Grounds keepers.	Trips to the z Invite zoo doc or veterinarian to school to t with the child n.	Animal songs and records. Rhythms. *Train to the Zoo.* Children's Record Guild.	Science: relate study of animals, Animals stories, Circus stories, Pantomime animals. Story: "If I Ran the Zoo," Dr. Seuss.	Endless possibilities for art. Make clay or paper mache animals.

Field Trip	Related Workers	Involve and C s	Music	Related Activities	Art
County Fair	Farmers, many kinds Grocers Feed growers Truckers Veterinarians Housewives	Take chil- visit a fa Invite a driver to with chil	"Sheep Shearing" p. 14; "Wind in the Corn," p. 48; *Music on Your Own.* Silver Burdett.	Have a hobby show.	Farm mural.
Dairy Farm	Same as above Also delivery men		"Old McDonald," p. 80; "Farmer in the Dell," p. 121; *This is Music.* Allyn-Bacon. "Farmyard Song," p. 144, *Music Through the Year.* Wolfe, Krone, and Fullerton.	Act out caring for a cow. Visit a dairy and a milk processing plant. Eat ice cream.	Relive the experiences by drawings or other art. Make health posters about milk.
Make trip to some industry such as glass factory, cement plant, or any local industry.	Truckers and other transportation workers. Always there are clean-up people. Mechanics, transportation workers, chemists, TV repairmen, engineers, office workers.	Involve as guide Intervie workers intervie play in	Rhythms: imitate the workers doing their jobs.	Always write thank-you letters. Watch for things made of cement or glass near your home or school. Pretend to be a worker and tell what you do.	Bring a pretty bottle or glass object to show. Make object of plaster of paris. Draw pictures of how cement is used at home.
Construction Job	Plumbers, architects, carpenters, painters, roofers, sheetrock men, big machinery operator, real estate people, moving men, bricklayers.	Ask chi these w show a picture and te use.	"Carpenters," p. 36; "Builders at Work," p. 30; *Music Round the Town,* Wolfe, Krone, and Fullerton.	Use building blocks to make things. Repair something or help father make something.	Have children make mosaic houses with strips of paper or ice cream sticks.

Field Trip	Related Workers	Involve F and Ot	Music	Related Activities	Art
Filling Station or Garage	Gasoline truck driver. Pop and candy truck drivers Bookkeeper	Watch a g man at wo Did you ev help dadd a tire or w the car?	Rhythmic activity Pretend to clean car windshield, repair a flat, or other jobs the service station man does. "The Gas Station Man," p. 35, *Music 'Round the Town.* Wolfe et al.	Filmstrip: "The Service Station Attendant," McGraw-Hill. Bring toys that are similar. Hurd and Hurd. *Mr. Charlie's Gas Station.*	Make toy gas trucks with blocks or boxes and spools.
Airport	Astronauts Tickets seller Information worker Pilot, stewardess Mechanic, baggage handler, cook, weatherman, Radio operator, Clean-up people	Have an a worker vis classroom. an older c demonstra model plan a motor.	"At the Airport," p. 161, *Music Through the Year.* Wolfe, et al. "In a Supersonic Jet," *Music for the Very Young.* American Book Co.	Bring model planes. Play act the workers at their jobs.	Construct a model of an airport.
Corner Mailbox or Post Office	Train workers, Truckers, air-plane workers, Mail sorters, Baggage men, Mail carriers, Special delivery men, maintenance people, electricity workers, lumber-men, papermakers; stamp designers.		"The Postman," p. 23, *Music for Young Americans.* American Book Co.	Some children can mail letters while others watch inside post office. Write letters. Order free materials mailed to their homes.	Make mail boxes of boxes. This is especially good to use for Valentine's Day. It is fun to have a postman's hat and let the children play postman.

Field trips should be selected according to the n in the local situation.
Other suggestions: police station, drug store, ne per office, printing shop, laundry, cleaners, supermarket, telephone office, cafeteria, restaurant, church, beaut op, radio and TV repair shops, or any others.

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Films

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Building a House. 11 min., sound, b/w. Encyclopaedia Britannica Films.

Children at Work. 20 min. United World Films.

City, The. 11 min., 16mm, sound, b/w, color. Encyclopaedia Britannica Films.

Homes. 20 min., 16mm, sound, b/w. United World Films, 1957.

Let's Be Good Citizens in Our Neighborhood. Gateway, 1953.

Let's Build a House. 10 min. Churchill, 1960.

Machines that Move Earth. 16 min., sound, color. Film Associates.

Our Family Works Together. 1 reel, 11 min., sound, b/w, color. Coronet.

Stores in Our Community. 11 min., 16mm, sound. Coronet, 1954.

Filmstrips

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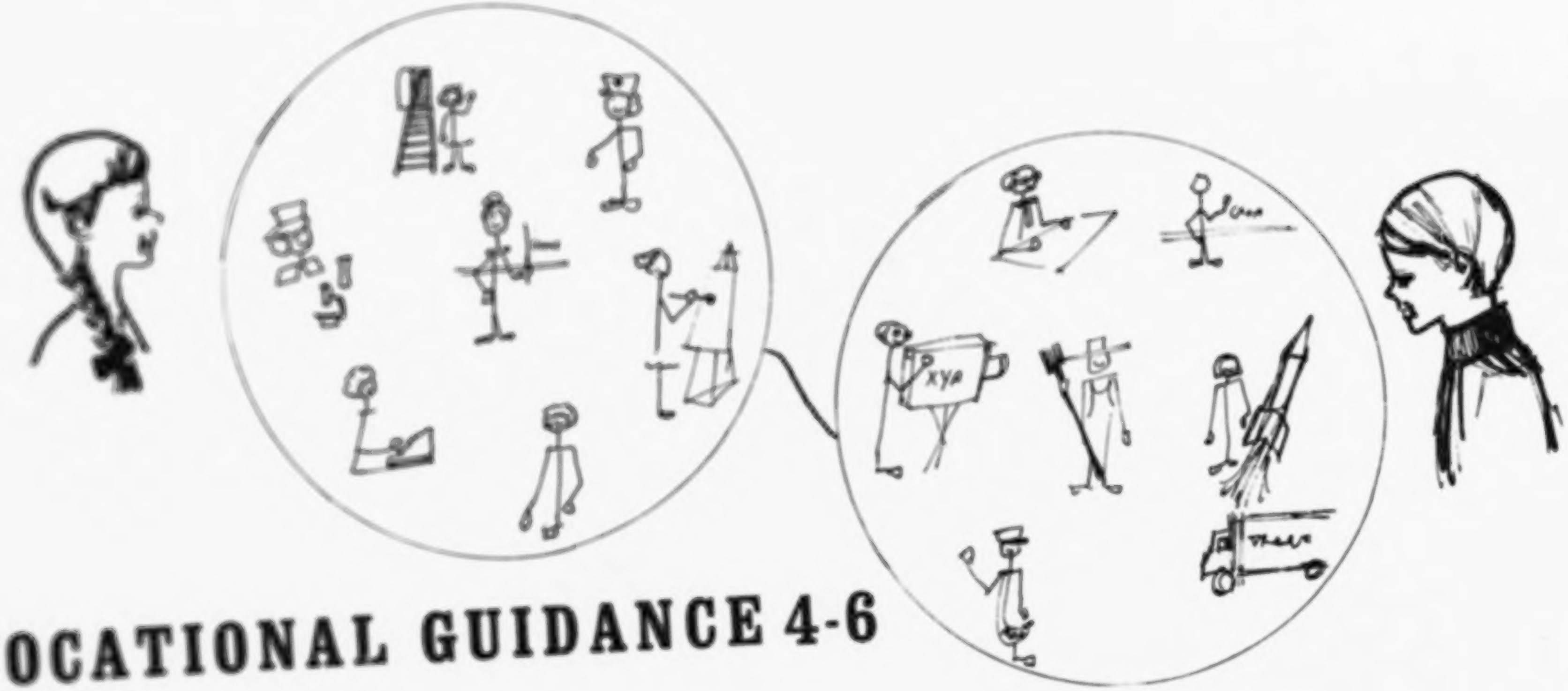
THE CRYSTAL BALL A Look Into Your Future



VOCATIONAL GUIDANCE 4-6

DEVELOPMENT OF OBJECTIVES OF VOCATIONAL GUIDANCE
GRADES 4-6

Vocational guidance from kindergarten through grade three has been devoted largely to development of self-concept, exploration, gaining knowledge, and understanding of the areas of work characteristic of the immediate environment of each child.

Since vocational guidance is continuous and developmental, the activities of grades 4-6 are expanded to meet more mature needs of the older child.

The curriculum of older children is expanded to include study of different parts of the world, history of our nation or state, and study of people of long ago. Interests, therefore, concerning work will extend from the community and family workers to the *work* done by people in other sections of the nation, in other lands, and the work done by people of long ago.

Older children, beginning with grade four, will still be concerned with concepts of self, work, interest, and skills. As children mature they develop communication skills which allow them to become increasingly independent in the ability to study and learn about their interests in future work.

Certainly the need to work should be stressed. The value of work and the dignity of *all* work are important concepts to be developed. The sense of satisfaction, fulfillment, and happiness which comes from involvement with an occupation of one's choice should be stressed. The knowledge that one is a constructive and contributing member of society and is earning the right to live well and independently is important to mental health and personal growth.

Planning and preparation for all work should be directed toward the recognition that every child will be a contributing member to a world of challenging change.

The resident elementary school counselor, employed in the elementary schools of Oklahoma, works with administrator, principal, and teachers to introduce and coordinate the use of vocational guidance material presented in the guide.

If the elementary school counselor is not available, principal and teachers work together to incorporate vocational guidance material into the existing curriculum.

Beginning with grade four through grade six, the child should:

I. Develop a positive concept of self
  A. Grow in ability to understand self as an individual who is unique and different from other individuals.
  B. Grow in ability to understand his own feelings and the feelings of others in the environment.
  C. Recognize problem areas and develop skills to cope with the problems.
  D. Recognize and accept limitations which cannot be changed.
  E. Develop ways to cope with and overcome those limitations which can be changed.
  F. Grow in development of independent analysis of needs.
II. Develop varied and wide interests.
III. Develop ability to make wise decisions and choices.
IV. Have opportunities to express and develop goals and aspirations.
V. Acquire necessary skills basic to living a full and meaningful life.
VI. Acquire skills necessary to fully contribute to or participate in the world of work commensurate with abilities and interests.
VII. Learn about and discuss job opportunities not only in the community but on an international and national basis.
VIII. Learn the kinds of skills and the extent of education and preparation necessary to qualify or enter certain job areas.
IX. Have many opportunities to express interests, exercise talents and explore areas in which to develop other interests and talents.
X. Learn to value the dignity and importance of all types of work and skills.
XI. Learn that all workers contribute to the positive over-all welfare of our society.
XII. Develop a positive attitude toward work and preparation for work.

EXPLORING THE WORLD OF WORK

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Develop an interest and a curiosity in regard to various types of work.	Make a large outline map of the world for the bulletin board. Each child is requested to draw a picture of some type of worker he is acquainted with. The pictures are placed at the end of a piece of yarn. Discussion is held on different types of work. Have child pick one they would like to know more about, then develop ideas of the various types of workers related to this. This could be done satisfactorily in group work.	The globe may be made of blue construction paper. The continents may be of any bright colored construction paper. Various colors of yarn may be used. The children will color their own pictures as they desire.

JOB FAMILIES

What Students Need to Know

Working people and their jobs are families with job relations just as people have families and are related. Our family may be parents, children, grandparents, uncles, aunts, and cousins.

School family includes Board of Education, Administration, Teachers, Secretaries, Librarians, Cooks, Custodians.

Recognize job families of the community and state. These may be based upon:
- (1) belonging to the same industry
- (2) same working conditions
- (3) same training requirements
- (4) interests
- (5) skills required
- (6) prestige
- (7) occurrence in similar geographic settings

One of the most helpful results of exploring job families is to see the variety of jobs within a work field.

People working for one field of business or industry will do many types of work—alone, together, uniformed, different surroundings.

Suggested Activities

Introduce lesson by discussing bulletin board or charts of "Our Family" and "Our School Family."

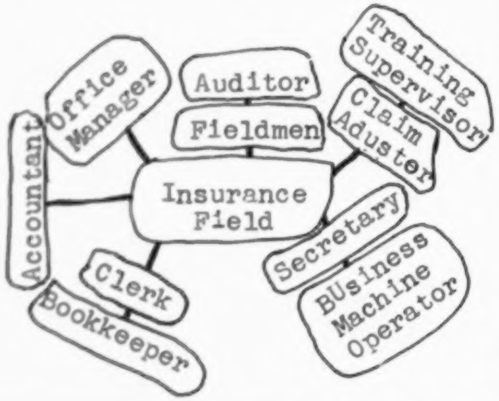
Discuss and show relationships and terminology: job family.

Make a survey of our school area families for jobs people have.

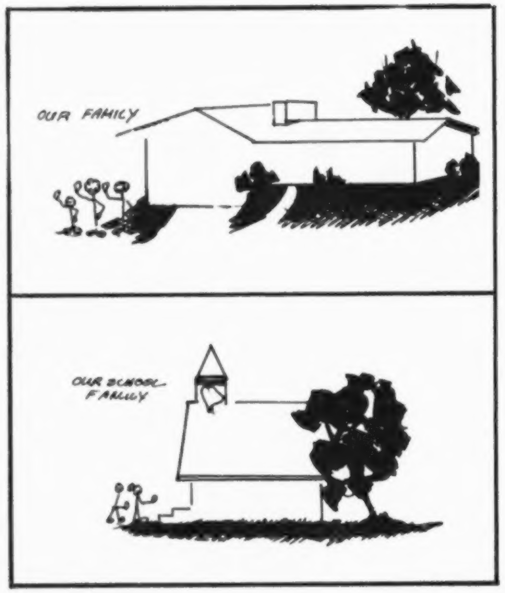
Use survey data to make job family charts (See example of Insurance Field).

Make charts or graphs to illustrate each of the items which job families may be classified into: similar work, interests, etc.

Visit the City Hall to see how many workers it takes for running a city. Include the city animal shelter, workshops, equipment warehouse, etc.



Instructional Materials and Resources



Posters, charts, bulletin boards, flannel and magnetic boards.

Job families: Chamber of Commerce, local industries, employment office, federal offices, city hall, yellow pages of telephone book.

Job Families (Cont'd)

What Students Need to Know

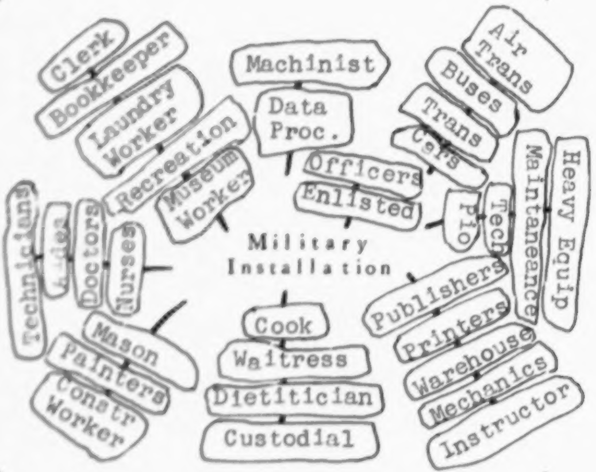
Military installations offer an area of many opportunities for a variety of kinds of work as well as a variety in skills and abilities needed. Both men and women in large numbers are employed.

Job families point up the road for advancement from one job to the next one up the ladder.

Job families aid persons to find similar work for which they have interest and ability if a depression or recession occurs or if industrial advances do away with one's job.

Suggested Activities

Construct a chart showing all the different kinds of work of a military installation. Color *red* the areas where women may also be used.



For fun make a list of nicknames given workers as people are given nicknames.
Example: Foreman—Strawboss
Doctor—Sawbones
Military—GI

Instructional Materials and Resources

Brochures, material from employment office, post office, and military installation, concerning employment.

GROOMING, PERSONALITY, ATTITUDES ARE IMPORTANT TO WORKERS

OBJECTIVE: Developing good attitudes about work, learning how to become a desirable employee and a better person through good grooming, good personality, and understanding of attitudes.

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Personality, appearance, and attitudes are very important in obtaining and keeping a job. Learn to analyze yourself. Our own strengths and weaknesses should be recognized and improved. It is important to begin forming good study and work habits in grade school. There are many opportunities in the work world for persons who appear and behave in a way acceptable to the general public. Employment offices have difficulty placing sloven, crude job seekers. Look for good traits in friends. Think objectively. Good thoughts you find in others may help you to improve your weaknesses. Employers of grade school children want certain kinds of traits and services in those they hire.	Teacher must be a *friend* to the children. Teacher must *know* her children's traits, interests, abilities, personality, hobbies. Make charts and word lists of good personality traits. Write a theme of your strengths and weaknesses; what you can do to improve both. Make brochure collection of jobs you would like to do. Collect and study newspaper want ads. Role play employer-employee using positive and negative attitudes about employee's job. Role play right and wrong way to ask for a baby sitting and paperboy job. Have class choose a "Citizen of the Week" (a girl *and* a boy). Make tape recordings of pupils' voices to replay. Discuss the pleasantness of the voice.	Filmstrip: "Patterns of Behavior" (nine film strips), Eyegate House, Jamaica, New York. Civil Service opportunities from Post Office. U. S. Employment Office for information on job opportunities and other pertinent information. Good manners books from the Library.

Grooming, Personality Attitudes (Cont'd)

What Students Need to Know

Babysitting is a good beginning job for girls and boys who are responsible and trustworthy. There are many things to know.

Understand and adopt as a class, the slogan: "Don't wait to be a great man or a great woman, be a great kid and always be your best self!"

People are different with different personalities, behavior, appearances, and attitudes toward self and others.

Realize what it means to hear "to have friends, one must first be a friend."

Everyone has personal problems. Most boys and girls our age have about the same kinds of problems—the desire for friends, they want an allowance, they are going to have to wear braces, their clothes aren't very nice, they have to babysit with a younger brother and not go with the gang. When we realize we have a problem, then we can start doing something about it.

Suggested Activities

Have both girls *and* boys take a babysitting course, learn how to get a job, how to behave, be prepared to care for a child. Keep personal records regarding client, earnings, and fact sheet on family and children.

Conduct personal appearance and personality class.

Girls design and draw fashions for age group. Include categories such as school clothes, work clothes, Sunday and party clothes, sportswear (slacks, shorts, swim wear, etc.) Use a swatch of material and attach in upper corner of design sheet. Copy the design and color as the swatch is for the apparel.

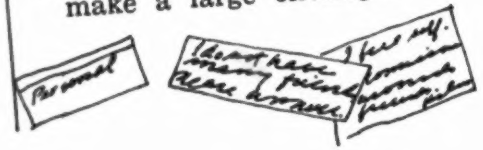
Have a period for a discussion of problems. Throughout the week, pupils put unsigned problems they are having in a box or envelope. Pupils discuss the problems and tell how they think the problems could be solved.

Instructional Materials and Resources

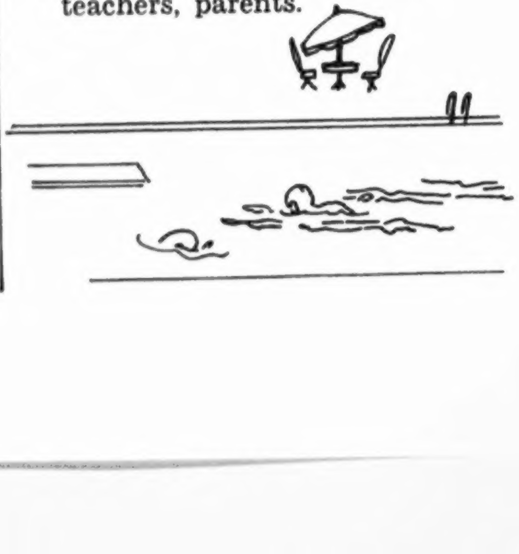
Tape recorder.

Kimberly-Clark Babysitting and Beauty Course (good grooming) Textbooks—25¢ each with Teacher's guide and charts included. Kimberly-Clark Corp., Box 551, Ed'l Dept. Neenah, Wisconsin.

Construction paper folded up to make a large envelope.



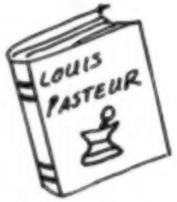
Grooming, Personality Attitudes (Cont'd)

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Job happiness depends upon being yourself and working where you enjoy the work. Some children work in school cafeterias. They should be neat, clean and good workers. A modified cafe-workers course would be helpful. Leisure time activities, hobbies, extra curricular activities should become a scheduled part of our lives and help us. The young man who tears down an old car and builds a hot-rod is learning much toward a trade. What a person does "for fun" can be very important in vocational guidance. Not everything we learn comes from school. Joining clubs, managing and working with groups and becoming active in service organizations all provide experiences which serve as training for future jobs and help a person test his interest and abilities. The more varied experiences one can get the better basis he may have for choosing jobs he likes and can do best.	Guest speakers on "People I Don't Hire and Why." Guest speaker, counselor, health nurse on personal care of our skin, hair, figures, etc. Class understand meaning of and class print slogans about work and workers and related studies. "The laborer is worthy of his hire," etc. Place around room: "To have friends, be a friend." Boys and girls write a code of dress and behavior ethics for the class. Post. Guest speaker on "State and local requirements for cafeteria workers." Make a list of persons who will be able to talk with you or help you when you want to discuss work. Plan a job hunt. Role play—asking for a job, inquiring about work. Hold a panel discussion on fun things, hobbies, leisure activities, for pre-adolescents and teenagers. Someone in the class interview and report on being a "candy striper," an aide at a hospital, veterinarian's helper, etc.	Health inspector or health clinic representative. Vocational guidance workers, teachers, parents. 

EXPLORATION OF THE PROFESSIONAL FIELD

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
There are many professions represented in a community of workers. They make a definite contribution (engineer, lawyer, doctor, teacher, librarian, clergy, dentist, social worker, nurse, accountant). People who work in the professions usually spend more time in preparation for work. The requirements are usually rigid. Often licenses are required, and cost of preparation is high. Professional ethics is important to these workers. Pre-preparation would be helpful with grade school pupils. Good study habits are important. There are many advantages and satisfactions derived from these fields of work. Wholesome attitudes are important to workers.	Make a survey of the community to find professions represented. Look in the yellow pages of the telephone book to find professional jobs of people and discuss them. Interview professionals. Make charts of different professions, listing preparatory time, advantages, and disadvantages. Write a class "Code of Ethics." Play act what you might be interested in. Use uniforms and tools, if possible, representing the professions. Doctor: stethoscope, pills, bag, etc.; nurse: uniform, thermometer. Make a chart showing advantages and disadvantages: preparation expense, longer work hours, prestige, pay scale, etc. See films of the professions. Try out experiences. As can be arranged, have a representative from the class visit for an afternoon with a professional worker. Observe environment of work, kinds of people I saw, physical atmosphere, work done, etc. Report to class. Take pictures of the workers at work.	Chamber of Commerce. Yellow pages of the telephone book. Chart Chart Science Research Associates, "How to Study." Films

Exploration of the Professional Field (Cont'd)

Suggested Activities	*Instructional Materials and Resources*
Collect pictures of professional workers, the work they do, and newspaper clippings related to their field. Make a scrapbook.	Newspapers, magazines, scrapbook.
Role-play skits. Hold a court session, perform an operation, interview a patient, teach a school class, etc.	
Make a book of famous people, a compilation of them, their contributions.	Encyclopedias, biographies of famous people.
For a culminating activity: hold a professional day and invite representatives of the professions to have lunch with the class to talk with the pupils (in uniform if possible).	Doctor, lawyer, social worker, clergyman, accountant, etc.

SERVICE OCCUPATIONS

What Students Need to Know

Workers in this group of occupations add to the comfort and enjoyment of other people.

Some workers are employed to work in private homes to prepare meals, clean and take care of children.

Other workers are employed in restaurants, hotels, and eating places as cooks, waiters, etc.

Many workers are needed to provide services. In the future more and more workers will be needed.

A good personality, skill, and ability are as important as a formal education for many of these occupations. A high school education is important but not always a requirement.

Most service workers obtain training on the job.

Service occupations are good jobs for beginning job seekers.

Vocational schools offer training in food preparation and other service occupations.

Suggested Activities

Gather information about service occupations from hotel managers, business managers, employment offices, and vocational technical schools.

Interview service workers who work in hotels, restaurants, or in private homes.

Ask mothers who hire babysitters to visit the class. Tell what they expect of a babysitter.

Invite a waitress to visit the class. Learn to set a table, take an order, put food on the table, and clear the table.

Role-play. Borrow uniforms or make aprons and caps to wear while playing roles of service workers.

Plan a menu. Choose a favorite recipe. Learn to read and follow the directions. Cook the recipe. If cookies, cake, or ice cream are made, have a party. Decorate the room, make placemats, placecards, favors, napkins, and arrange flowers for the party.

Instructional Materials and Resources

Occupational Outlook Handbook.
Educational Director, National Restaurant Association,
1530 N. Lake Shore Drive
Chicago, Illinois 60610

Obtain a list of public and private schools offering courses in cooking from Council on Hotel, Restaurant, Institutional Education, Statler Hall, Cornell University, Ithaca, N.Y.

Information about wages and working conditions of cooks is available in *Industry Wage Survey: Eating and Drinking Places*, June 1963 (BLS Bulletin 1400, 1964).
Superintendent of Documents,
Washington, D.C. 20402.

Industry Wage Survey: Hotels and Motels, June, 1963 (BLS Bulletin 1406, 1964).
Superintendent of Documents,
Washington, D.C. 20402.

Service Occupations (Cont'd)

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Starting pay for many service occupations is moderate. An experienced cook or chef in an exclusive restaurant may earn as much as $25,000 to $30,000 a year.	Learn to use some of the machines and tools used for cleaning with speed and efficiency. Practice at home or at school. Show the class some ways to improve work methods and increase efficiency.	Obtain information about hospital attendants from National League for Nursing, 10 Columbus Circle, New York, New York 10019. American Nurses' Association, 10 Columbus Circle, New York, New York 10019. Obtain information about barbers and cosmetologists from National Association of Barber Schools, Inc., 750 Third Avenue, Huntington, West Virginia 25701. Associated Master Barbers and Beauticians of America, 537 S. Dearborn St., Chicago, Illinois 60605. National Association of Cosmetology Schools, Inc., 3839 White Plains Rd., Bronx, New York 10467. Want ads in newspapers. Local employment agencies.

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HEALTH SERVICES OCCUPATIONS

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Number of workers involved in the service: dentists, doctors, nurses, dieticians, veterinarians, sanitarians, etc. Services provided by these people. People employed behind the scenes such as: laboratory or X-ray technician, hospital attendants, nursing aides, etc. Requirements for work in these fields: a. professional and college education b. some require little specialization	Posters may be made showing nurse, doctor, X-ray technician, etc., at work. Murals may be made. An exhibit of various tools used in these occupations or the children might make some of them. Develop the health occupations of those in your own community. Bring in resource people—a doctor, your school nurse, a veterinarian, a dietician, etc. From these reports or talks, lessons in general health, care of pets, etc., could be developed in science and English classes. In a language class, discuss "How to Conduct Personal Interviews." List questions to ask. Examples: How many were in your family? What kinds of work do your parents do? Your brother? Your sister? Why did you choose the work you are in? Did you always want to do this kind of work? Why did you change?, etc. After this lesson perhaps one or two members of the class could conduct an interview with someone within your community and then give a report to the class. Visit the zoo and give a report of the trip telling about your observations of the care of animals.	For background information: *Occupational Outlook Handbook*, United States Department of Labor, Bulletin No. 14, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. If your school is under Title V-A, NDEA, write a request to: Blan E. Sandlin, Director Guidance and Counseling Division, State Department of Education, Oklahoma City, Okla. 73105. Films: *Community Helpers, The Sanitation Department* Cahill. "The Nurse's Aide," "The School Cafeteria Worker," "The Neighborhood Doctor," "The Neighborhood Nurse," "The Neighborhood Pharmacist," "The Neighborhood Optometrist," Eye Gate House, Inc. Sources from which you get aids: State Department of Health Local People Encyclopedias 1. Britannica 2. World Book 3. Comptons 4. The Book of Knowledge

Health Service Occupations (Cont'd)

Suggested Activities	*Instructional Materials and Resources*
Make a poster showing the four food groups. Help plan meals at home. Make a flannel board demonstration showing a good, well-balanced meal. Pictures may be cut from magazines or drawn. One child could present breakfast, another lunch, and another dinner. Organize a camera club. Bring old X-rays to show the children. Arrange a trip to a hospital to see the X-ray and laboratory rooms, the diet kitchen, how the food is taken care of, observe the many different jobs necessary to make the hospital function properly. Call attention to the receptionist, admittance clerk, elevator operator, ambulance driver, etc. Try to visit a dental lab. Demonstrate the correct way to brush teeth. Visit the public health department. Make a cartoon-type poster to illustrate health service occupations.	Books: *Doctors and Nurses*, Greene. *Veterinarians and Their Patients*, May. *Florence Nightingale—War Nurse*, Colver. *Will and Charley Mayo*, Hannontree. *Doctor's Boys*, Anckaersvar. *Walter Reed*, Higgins. *The Boy Who Wanted to Know.* *Your Hospital—A Modern Miracle.*

Health Service Occupations (Cont'd)

Suggested Activities

Make a poster showing the necessity of sanitation services.

Use might be made of the small doctor and nurse kits available at the dime stores.

Perhaps a child might be able to spend an entire day with one of these people connected with health occupations. Some pictures might be taken of some of the things this person has to do. A report, with pictures to show the class, could be given.

Riddles are fun to write.

SPACE: ITS CAREER POSSIBILITIES

What Students Need to Know

The space industry is as broad as it is exciting. The outlook for the future is even greater.

The primary interest in space of American people is mostly for knowledge and the many jobs provided for those who work in the industry.

Over 3,500 people alone work for NASA. 1.3 million are employed in the production of aero-space materials and products. One-fifth of these are women.

It is important to begin early preparing one's self if interested in this field. Good study habits, in some cases working for precision and with details, a good background of math, science, and health are important.

There are many advantages and disadvantages in this field.

It is helpful to understand the background and history of space and to know about the people who have been a part of it. Begin with the Chinese 700 years ago with invention of gunpowder which was made into rockets to use against the invading Mongols. Go through to the present.

Suggested Activities

Begin unit with class telling all they already know about this field and the people involved. Discuss related fields.

Start a word list of people, places, and things to be kept up as the study progresses.

Start a scrapbook of people, areas of work, news, and industry.

See free film and other films on space and related areas to be found locally.

Produce a Tel-Star TV Show coming from a country you are studying in social studies. Report information about the kinds of work people do in a European country, India (for example), etc.

Read, do research, give book reports of careers in space industry.

Plan to have and order NASA's Display.

Display charts, graphs, maps, posters, drawings, models of rockets, missiles, spaceships, etc.

In art, design space ships and space stations.

Play a game like "Password" using words from a list of people, places, things, names of jobs kept by class.

Instructional Materials and Resources

Encyclopedia, science encyclopedias, science books from library.

Pictures of aircraft, the industry, space, and related fields.

Free film & booklets "Tommy Looks at Space," B. F. Goodrich Co., Akron, Ohio.

Books:
What Does an Astronaut Do? Wells.
Learning About Space Careers. NASA.

Exhibits, displays, brochures, booklets, pamphlets, NASA.

Space (Cont'd)

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Understand what is meant by space exploration and the research field. Learn terminology. Study about the people: workers, scientists, astronauts, contributors. Space activities have provided us better national defense, more vigorous health, improved education, vast new knowledge, a better way of living in many ways. Many people have contributed to their scientific field. Many early pioneers as early as 1267 AD wrote about man on the moon or made rocket materials. Many people must possess special abilities and talents to work in the aerospace and space field.	Have guest speakers from armed forces or knowledgeable persons who can tell about the space program, its contributions to society, goals, career possibilities, and the preparation we can begin now if interested. Make lists of career possibilities. Discuss needs and ability requirements for each. Do research to learn about space problems, foods, clothing, medical needs of spacemen. Compile biographical sketches of people in history through today who have been connected with space and related fields. Example: Jules Verne, Werner Von Braun, Lyndon Johnson, John F. Kennedy, and astronauts who gave contributions. Build and fly model planes. Plan to have a model plane air show. Form or join a science club in your school to follow through on science careers and to keep up with current tends and events. Observe the night skies. Learn the constellations.	Resource speakers Films Model planes

Space (Cont'd)

What Students Need to Know

Questions to answer:

- WHO works in the space industry?
- WHAT kinds of workers are needed?
- WHERE is space and space exploration?
- HOW and WHY did it get underway?

Suggested Activities

Visit a planetarium. Make one for the class, using a large black umbrella or use black paper with the constellations punched out. Show to class on overhead projector.

Make a *Space Illustrated Dictionary*. Assign each pupil several words or terms found as the class unit progresses. Include people, jobs, etc. Use one page for each word. List words, mark diacritically, define, and explain briefly. Make a drawing or drawings to illustrate each word. Alphabetize words into a booklet. Index words giving page number for a quick reference back.

Practice solving mathematical problems in your free time. For example, try working out the batting averages of your favorite baseball player.

Instructional Materials and Resources

MICKEY MANTLE

______ Times at Bat

______ Minus Walks

______ ÷ into Hits

______ = Batting Avg.

LET'S BE A WEATHERMAN

What Students Need to Know

Meteorology: the science of the atmosphere:
1. weather forecaster
2. research meteorologist

Methods of observing the atmosphere:
1. Tiros satellites (used to transmit TV pictures of weather phenomena)
2. radar and radio probes
3. high altitude balloons
4. research rockets

People affected by weather forecasting:
1. electric, gas, and oil industries (routing energy resources)
2. aviation (safe flying)
3. contractors (planning the day's jobs)
4. agriculture (protecting crops)
5. municipalities
6. shippers
7. merchants
8. general public (being aware of storms, fair and poor weather) planning sports, fishermen, sea captain, Coast Guard, Red Cross.
9. people's emotional stability.

Suggested Activities

Visit a weather bureau station and talk with the weatherman.

Watch the cloud formations. See if you can forecast the weather for the day.

Bring a barometer to school. Learn to read it. The children could make one.

Build a rain gauge.

Learn the meaning of the terms and symbols used by the weatherman on TV.

Build an anemometer (wind gauge).

Make a thermometer. List the different kinds. A large chart may be made showing the different types of thermometers and their uses explained.

A scrapbook could be made. Keep such things as newspaper daily weather forecasts, headline news from the paper about storm damage, etc. Pictures from the paper and magazines on weather and how it has affected various things, people, places, etc.

Make up riddles or poems about people or things affected by weather. Example: baseball player, ships, fishing, etc.

Instructional Materials and Resources

U.S. Weather Map, #270, available from any weather station.

Thompson Book & Supply Co.
926 E. Main Street, Ada, Okla.
Hurd & College, Edmond, Okla.

Occupational Outlook Handbook U.S. Department of Labor, Bulletin No. 14, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20002 or check with your counselor.

The Weather Bureau at Work, U.S. Department of Commerce, Weather Bureau, U.S. Government Printing Office, Washington, D.C.

Weather and You, American Education Publications, Columbus, Ohio, 1956.

American Meteorological Society,
45 Beacon St., Boston, Mass.

Your Future in Meteorology, F. A. Berry, 1965.

Science Research Associates Occupational Kit, Chicago, Illinois.

Let's Be A Weatherman (Cont'd)

What Students Need to Know

Job opportunities:
1. statisticians
2. radiometrists
3. hydrologists
4. astrophysicists
5. writers
6. businessmen
7. physicists
8. chemists
9. geographers
10. engineers
11. educators
12. consultants

Suggested Activities

Keep a daily record in the classroom. Make graphs on temperature changes over a period of time. The following clouds might be used to indicate weather changes:

Windy

Rainy

Stormy

Sunny

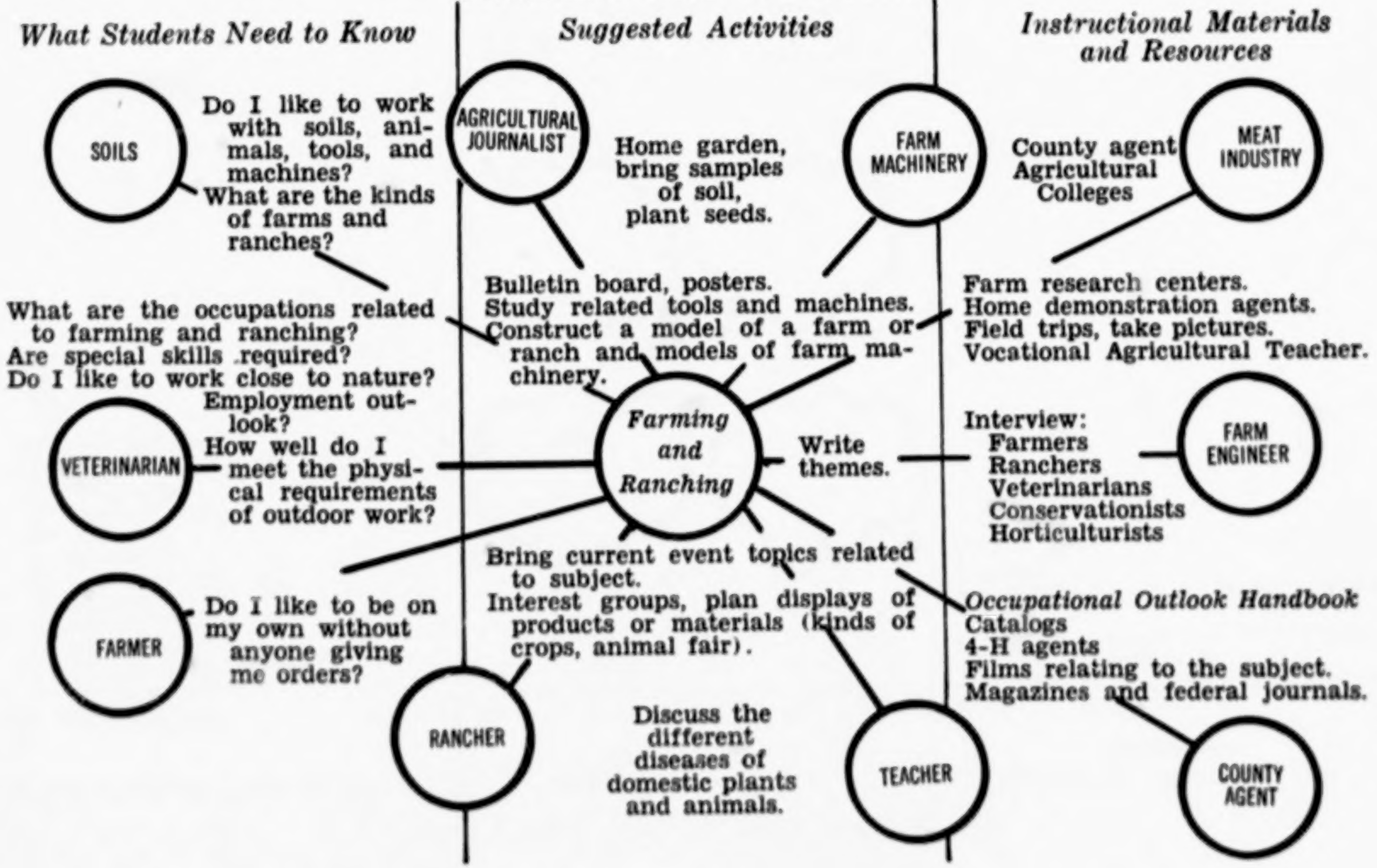
Make from white construction paper. Outline with black magic marker. Glue cotton on back. Use on a small flannel board with a thermometer the children have made.

Industrial Material and Resources

Books:
The How and Why Wonder Book Series, Donald Barr.
Exploring the Weather, Roy A. Gallant.
Watchdogs of the Weather, Science World.

Many films can be found for weather.

FARMING AND RANCHING



What Students Need to Know

Do I like to work with soils, animals, tools, and machines?
What are the kinds of farms and ranches?

What are the occupations related to farming and ranching?
Are special skills required?
Do I like to work close to nature?
Employment outlook?
How well do I meet the physical requirements of outdoor work?

Do I like to be on my own without anyone giving me orders?

Suggested Activities

Home garden, bring samples of soil, plant seeds.

Bulletin board, posters.
Study related tools and machines.
Construct a model of a farm or ranch and models of farm machinery.

Write themes.

Bring current event topics related to subject.
Interest groups, plan displays of products or materials (kinds of crops, animal fair).

Discuss the different diseases of domestic plants and animals.

Instructional Materials and Resources

County agent
Agricultural Colleges

Farm research centers.
Home demonstration agents.
Field trips, take pictures.
Vocational Agricultural Teacher.

Interview:
  Farmers
  Ranchers
  Veterinarians
  Conservationists
  Horticulturists

Occupational Outlook Handbook
Catalogs
4-H agents
Films relating to the subject.
Magazines and federal journals.

TEEPEES — TENTS — TOWERS

A Study of Our State Through Era of Indian Villages, Land Run, and Today

What Students Need to Know

The past century has shown many changes in our State. Communities were small. There were Indian villages where work meant simple existence. Work of the people included hunting buffalo (for food, shelter and clothing), weaving, drying food, and cutting stone. This completed the work world opportunities.

During the era of the land run, tent cities sprang up, job opportunities grew.

Opportunities are unlimited in today's scientifically-oriented world.

Opportunities for work increases with population expansion and as the needs of man grow.

There are advantages and disadvantages found in the work world in whatever era one lives.

The tools man uses change with the times though job titles and descriptions may remain basically the same.

Suggested Activities

Construct an Indian village and make a mural showing people at work hunting, making weapons, weaving, curing hides.

Make a tent city showing growth to blacksmiths, sheriffs, traders, wagon yards, water traders, etc.

Construct a modern city of towers, malls, high-rising buildings, factories, etc.

Role-play with teacher participating. Depict people working in the different historic eras at different jobs.

Show and Tell: demonstrate tools of the trade. Go into recreation and other areas.

Panel on "What's My Line?"

Panel on "Password" to acquaint pupils with terminology.

TV Documentary with pupils representing different professions discussing their fields. Use the three eras: warrior, medicine man, doctor, etc.

Have a symposium or panel with children discussing advantages and disadvantages (Indians could move their community if soil did not produce, hunting poor, water scarce, etc.) Contrast with other eras.

Instructional Materials and Resources

Films and books from local libraries, business and industry and from county superintendent.

Science Research Associates filmstrips and other materials from high school counselor.

Filmstrips:

"What are Job Families?" "What Do You Like to Do?" "Who are You?" "What is a Job?" "What Good is School?" Filmstrips Foundation for Occupational Planning.

Teepees — Tents — Towers (Cont'd)

What Students Need to Know

All Work has dignity and makes a contribution.

A peek at the future. The future shows our cities becoming a megalopolis: cities complete within themselves in the tower of skyscrapers, etc.

Suggested Activities

Small group activity: Make models of clay or balsa wood and display *The Evolution of*————. (Example: cooking methods: Indian-fire, roasting spit; Land run; fire, black iron pot; Today: electricity, gas, sound waves.

Visit museums, antique shops. Make a collection and display artifacts (churn, plow, barometer, etc.)

Make a scrapbook of pictures showing your occupational interest. Keep it up all year.

Role play communication jobs of the period; Indians to towers, smoke signals to satellites.

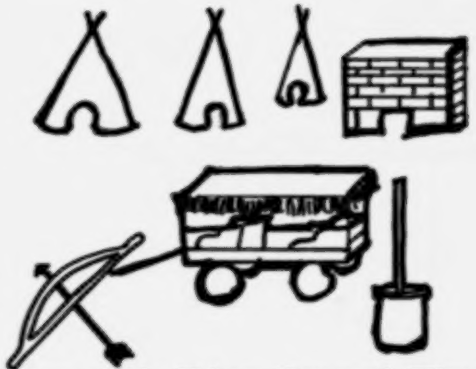
Write a summary of the work your parents do and how they work.

Write a summary of the era you think would be or is most exciting. Tell why your work is important.

Make a work chart of *Work of the People* of the three eras.

Have a science fiction period or magic carpet trips—daydreams. Tell a story of your dream of the future. (Example: A weekend on the moon, apartments for living under the sea, a field trip to Europe for the afternoon.)

Instructional Materials and Resources



Your city's Urban Renewal Films.

Cities Under the Seas

WORKERS WHO ENTERTAIN US

What Students Need to Know

To be successful in the classical music performing arts you must be talented, persevering, willing to practice and work many long hours.

Many great musicians started to prepare for a career when they were quite young.

Although musicians may be successful without a college education, students should plan to attend a music conservatory or a school of music. Special lessons with a private teacher in the chosen field are recommended.

Top concert artists receive top money. Those who are not so lucky may need to work at other jobs or give private music lessons until they are recognized or until the right opportunity comes along.

The field is quite limited, very competitive, and is not growing. The work is strenuous and often involves a lot of travel and late hours.

Suggested Activities

Write letters to local musicians to request interviews or to visit the class. Find out about the career requirements in your chosen field of classical music.

Write to some famous classical musicians. Ask them to tell about their work or send information about their work.

Attend an opera or concert. Request an interview with the conductor or some other participant in the opera or concert. Come back to class prepared to tell.

Have a talent show. Participants tell about the lessons they take, the practice they must do, and what they imagine they will do as performers in the world of classical music.

Read some books about famous musicians of the past and those of the present. Report to the class.

Start a bulletin board to show some of the things learned about classical music.

Read a favorite opera. Design a stage depicting a favorite scene in the opera.

Make some puppets. Dress the puppets as characters in the opera. Obtain records of the music of part of the opera.

Instructional Materials and Resources

Electric Organ, The Key to Careers
Hammond Organ Company

Key to Creativity
Wurlitzer Company

Questions and Answers About Your Child and Music
Baldwin Piano and Organ Co.

Starting your Children on the Pleasant Path to Music
Hammond Organ Company

This is an Orchestra
Houghton Mifflin

Workers Who Entertain Us (Cont'd)

What Students Need to Know

Musicians may appear on stage, television, and radio. Performers may make recordings, tapes, or work for movies, and opera both locally and in other cities.

The popular musician should have both talent, and personality. A band leader or musician who wants to achieve at the top will need to be able to arrange or orchestrate music, sight read, and perform creatively.

Most popular musicians start out as amateurs in high school bands, dance groups, or church groups. Some organize their own groups of performers.

It is desirable to earn a high school degree for this work. A college degree and formal training is not ncessary but is considered an asset. Local bands play for special occasions and on weekends. Some bands travel from place to place to fulfill engagements. Popular music workers who are successful, eventually work in radio, television, movies, night clubs, or as recording artists.

Suggested Activities

Learn how to work with the puppets. Then have the puppets act out parts of the opera as the record plays the music.

Invite parents to see the puppets and opera. Make a notebook which will be a record of the things learned. Put a list of new words in the notebook. Draw, paint, or find pictures to illustrate the notebook.

Make figures, instruments, and music stands from scraps of wool, yarn, pipe cleaners, etc. Create a "POP" band. Don't forget to make a conductor or leader and microphone.

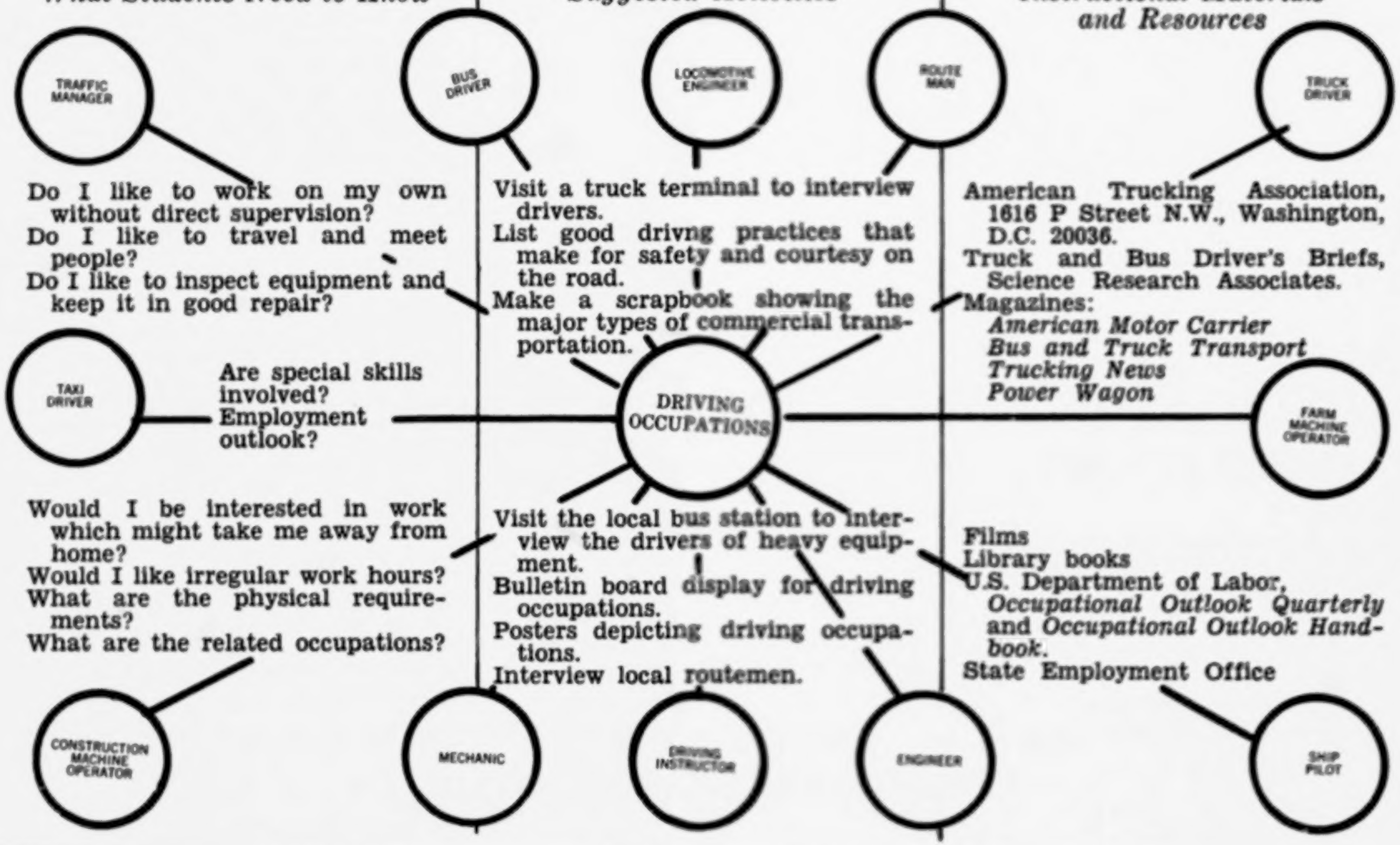
Invite local popular bands, conductors, or singers to visit the class.

Plan a make-believe interview. Members of the class take the part of a favorite popular musician. During the interview ask questions about how to prepare for the work the popular musician must do. Make a cartoon booklet which tells the story of one of your favorite popular musicians. Tell the story of jazz or the development of some other style of popular music. Create a new song or a new rhythm pattern. Learn how to play or sing the new song or rhythm.

Instructional Materials and Resources

Careers in Music
  Music Teachers National Association
"Getting a Start in Opera"
  By Frank Merkling
Through an Opera Glass
  By Herbert Weinstock
The Story of Arturo Toscanini
  By David Ewen
What Makes an Orchestra?
  By Jan Balet
First Book of Jazz
  By Langston Hughes
How to Be a Band-Leader
  By Paul Whiteman and Leslie Leiber
Singers (Occupational Brief No. 309) Science Research Associates
Story of the Trapp Family Singers
  By Maria Augusta Trapp

DRIVING OCCUPATIONS



What Students Need to Know

Do I like to work on my own without direct supervision?
Do I like to travel and meet people?
Do I like to inspect equipment and keep it in good repair?

Are special skills involved?
Employment outlook?

Would I be interested in work which might take me away from home?
Would I like irregular work hours?
What are the physical requirements?
What are the related occupations?

Suggested Activities

Visit a truck terminal to interview drivers.
List good drivng practices that make for safety and courtesy on the road.
Make a scrapbook showing the major types of commercial transportation.

Visit the local bus station to interview the drivers of heavy equipment.
Bulletin board display for driving occupations.
Posters depicting driving occupations.
Interview local routemen.

Instructional Materials and Resources

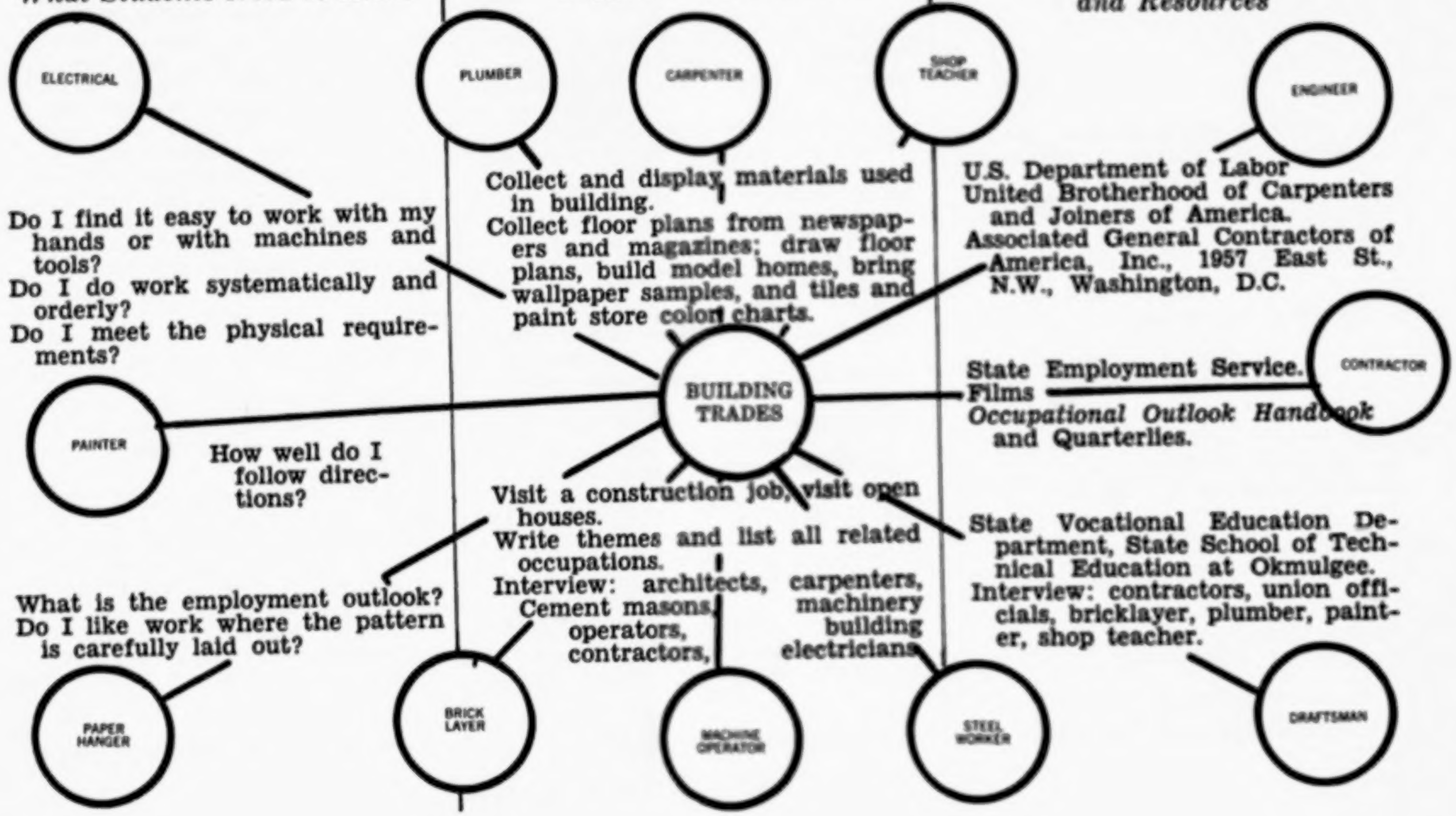
American Trucking Association, 1616 P Street N.W., Washington, D.C. 20036.
Truck and Bus Driver's Briefs, Science Research Associates.
Magazines:
  American Motor Carrier
  Bus and Truck Transport
  Trucking News
  Power Wagon

Films
Library books
U.S. Department of Labor, *Occupational Outlook Quarterly* and *Occupational Outlook Handbook.*
State Employment Office

PETROLEUM REFINERY WORKERS

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
Scientists, technicians, skilled workers, and maintenance men work to refine crude oil so we may use it commercially. The processing of oil is highly mechanized and controlled by precision instrumentation. Electronic computers will tend to take over much of the work in a refinery in the future. Specialists and skilled maintenance workers will still be needed. Training beyond high school will be required for many jobs. Refineries have trainee programs for some workers. A college background is required for research and adminstrative workers. Many people work to make products derived from oil. Synthetic rubber, cloth, plastics, and drugs are only a few of the many products made from petro-chemicals. Refining oil is an around-the-clock process. Refineries are usually located near large populous areas. Workers are well paid. In addition, they have many fringe benefits such as vacations with pay, pension plans, medical and insurance plans. Many refinery workers belong to unions.	Use the tape recorder to record interviews, role-playing activities. Replay the tapes. Let the children discuss concepts that developed during the activity taped. Develop slides by making your own slides with an Instamatic camera. Take pictures of children as they visit oil fields or other places of interest. Show these pictures to the class and to other classes. Have children furnish the information about the slides. Use the overhead projector to present sketches, information and diagrams pertinent to the occupation in which the children are interested.	Tape recorder Slide camera Look in the yellow pages of the telephone directory for a listing of oil industry resources in your city. *Occupational Briefs*, No. 196, Science Research Associates. *Oil and Gas Journal* *Petroleum Refiner*

BUILDING TRADES



What Students Need to Know

Do I find it easy to work with my hands or with machines and tools?

Do I do work systematically and orderly?

Do I meet the physical requirements?

How well do I follow directions?

What is the employment outlook?

Do I like work where the pattern is carefully laid out?

Suggested Activities

Collect and display materials used in building.

Collect floor plans from newspapers and magazines; draw floor plans, build model homes, bring wallpaper samples, and tiles and paint store color charts.

Visit a construction job, visit open houses.

Write themes and list all related occupations.

Interview: architects, carpenters, Cement masons, machinery operators, building contractors, electricians

Instructional Materials and Resources

U.S. Department of Labor

United Brotherhood of Carpenters and Joiners of America.

Associated General Contractors of America, Inc., 1957 East St., N.W., Washington, D.C.

State Employment Service.

Films

Occupational Outlook Handbook and Quarterlies.

State Vocational Education Department, State School of Technical Education at Okmulgee.

Interview: contractors, union officials, bricklayer, plumber, painter, shop teacher.

OIL IS WHERE YOU FIND IT

What Students Need to Know

Exploration for petroleum requires many workers. The geologist, geophysicist, engineer, paleontologist, and seismographic crews need to study at a university to learn about their work.

Field parties, exploring or producing oil, require workers with many skills. Prospecting drillers, shooters, rig builders, rotary drillers, tool pushers, roustabouts, carpenters, electricians, truck drivers, and others learn on the job.

It is an exciting time when oil is struck.

An oil-field worker must be very healthy and strong. The work is hard and requires dexterity, mechanical ability, accuracy, and ability to work with others.

There are many kinds of work available in the petroleum industry. The wages are generally high. The work is usually outdoor and is often in isolated places away from family or friends. You may live in a trailer, a tent, or even on a platform in the sea if you choose oil exploration or production as the work you want to do.

Suggested Activities

Write letters to obtain material.

Read to find out more about oil and the workers who find, produce and refine oil.

Write letters to request permission to visit refineries, oil fields, and offices.

Plan a trip to a refinery or an oil rig. Talk about the questions you will want to ask the workers about their occupation.

Find out about the training required, hours of work, pay, physical requirements, and working conditions.

Start a notebook about petroleum workers and the things learned about the work. Start an occupations vocabulary list. Define words used in the oil industry.

Show filmstrips, or movies about oil production or refineries. Note the workers on the job.

Find out about or visit the International Oil Exposition in Tulsa, Oklahoma.

Write thank you notes to those who send material, the workers and industries who have helped you.

Bring sample cores, earth samples, fossils, oil samples, photographs. Start an exhibit corner for the samples.

Instructional Materials and Resources

American Association of Oilwell Drilling. 505 North Ervay Street, Dallas 34, Texas.

American Petroleum Institute.
1271 Avenue of the Americas,
New York 20, New York

U. S. Department of Labor, Bureau of Labor Statistics. *Outlook in Petroleum Production and Refining.*

Science Research Associates, *Occupational Briefs.*

Independent Petroleum Monthly, Periodical.

Drilling Contractor, Periodical.

American Geophysical Union, Free material booklets.

What Oil Conservation Means to You, Interstate Oil Compact Co.

Oil Is Where You Find It (Cont'd)

What Students Need to Know	*Suggested Activities*	*Instructional Materials and Resources*
The petroleum engineer is responsible for planning and supervising the drilling of an oil well. If the well comes in, he oversees the production and storage of the crude oil. He may work outdoors. Much of his work is indoors. He may work in a foreign country or in the United States. He must be a graduate petroleum engineer. The young graduate will have no trouble finding a job. Many oil companies train the new or young engineer on the job. With experience the petroleum engineer may advance to an administrative position.	Make posters depicting the solid and earth strata encountered as drilling for oil takes place. Make a list of the by-products of crude oil. Find out about the workers who make the products. Bring samples of some of the by-products. Make a display of the products. Sketch, paint or find pictures in magazines about oil workers and the machinery and tools they use. Put some of these pictures in your notebook. Display some of the pictures. Make a scale model of an oil rig. Make models of some of the tools, machinery, and materials. Construct diagrams, make a mural showing the first oil well and the workers. Show how the rigs and the work has changed to date. Find out how engineers plan to improve drilling methods. Write a "Just Imagine" story about how these new methods will change the work and machinery in the oil industry.	Refer to newspaper for the section on Oil and current developments in this field. Consult periodicals, and magazines for current information. *Junior Occupational Kits.* Science Research Associates, Inc. *Occupational Outlook* (See Bibliography) has excellent information that may be adapted for presentation to elementary school children. *Occupational Briefs.* Science Research Associates, Inc. American Institute of Mining, Metallurgical, and Petroleum Engineers, Inc. American Petroleum Institute. *Petroleum Engineering,* Periodical. *Journal of Petroleum Technology.*

ROADS TO "BURIED TREASURE"

What Students Need to Know

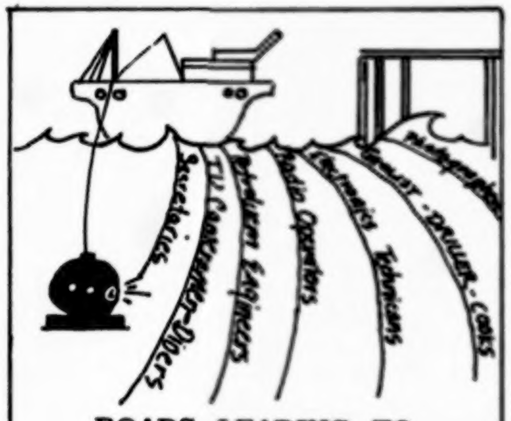
That almost three-fourths of the earth's surface is covered by water.

That the ocean has greatly influenced our lives.
  - a. served as a barrier
  - b. as a battlefield
  - c. as a highway for commerce
  - d. as a source of food

More need now to investigate the sea.
  - a. increase in population is a grave threat to our land resources.

The first deep-sea expedition to study ocean.
  - a. 1872
  - b. Leader-Sir Charles Wyville Thompson
  - c. Facts established by this expedition of "The Challenger"
    1. Shapes of the ocean basins
    2. Currents
    3. Temperature constant in all seasons
    4. Filled with unknown life
    5. Methods of research for a new field of study.

Suggested Activities



ROADS LEADING TO OCEANOGRAPHY

Visit a local T. V. station. Call children's attention to the many positions held by the people in the station. Ex: Receptionist, Secretaries, Cameraman, Weatherman, Sports Announcer, etc.

Visit an Oil Field. Call attention to the derrickmen, roughnecks, roustabouts, driller.

Visit an Oil Refinery. Call attention to various positions held there. Make a chart showing the products produced.

Visit a radio station. Discuss *ship to shore* communication.

Instructional Materials and Resources

World Book, Compton's Encyclopedia.

The Science Library—Vol. 5 of *The How and Why Wonder Books.*

So You Want to Be a Scientist, The Continental Press, Inc.

What Does a Diver Do? Hyde, Wayne, Dodd.

The Story of the U.S. Coast Guard Rachlis, Eugene.

What Makes T.V. Work, Corbett, Scott.

The Wonderful World of Engineering, Jackson, David.

The What is it Series, Benefic Press Pub. Division of Beckley Cardy Co.

(These books and filmstrips in this series have NDEA Title III approval.)

Roads to "Buried Treasure" (Cont'd)

What Students Need to Know

Terms

Should become acquainted with the following terms:

a. Oceanography
b. Currents
c. Tides
d. Aquaculture
e. Marine biologist
f. Fathometer
g. Hydrophone
h. Dredges
i. Trawls
j. Nets (plankton townet)
k. Grab buckets
l. Coring tubes
m. Bathysphere
n. Bathyscaphe
o. Sub-surface snoops
p. Sediment
q. Scuba-diver
r. Kelp - coral - oysters - sponges - plankton - etc.

Job Opportunities:

1. geologist
2. photographer
3. radio operator
4. petroleum engineer
5. rig builders
6. driller
7. derrickman
8. roughnecks
9. roustabouts
10. tool pushers

Suggested Activities

If possible have a geologist come in and talk to the class about his work. Bring core samples, oil samples, etc.

Make an Under-Water Scene. Let children plan their own. Materials needed: 2 by 9 in. brown paper plates, construction paper; light green - orange - red - dark green - yellow.

An 8 in. square of clear plastic-colored sand. Cut out center on one plate. Lay the rim with the right side up. Glue plastic over the hole having covered bottom of whole plate with light green paper first, spread 1 in. strip of glue across bottom side of other plate. Sprinkle sand, dry, shake off excess. Cut fish from orange paper. Fringe tails. Glue only in middle of fish and bend heads and tails forward. Make sea weed from dark green, red for spiral snail, star fish yellow, yellow for tiny sun fish, make black wavy lines for water. Place two plates together and staple rims. Use yarn to hang.

Bring in someone from your area who can talk to the class:

a. The submarine service
b. Scuba-diving
c. Navy recruiter
d. Deep-sea diving

Instructional Materials and Resources

What is Electronic Communication? What is Gravity? What is Heat? What is a Machine? What is a Rock? What is Water?

For easy reading read the following books: *What is the Earth? What is Fish? What is a Plant? What is a Simple Machine? What is a Turtle?*

Films:

"The Earth: Its Oceans."
Coronet Films.
"Exploring the Ocean."
Churchill Films.
"What's Under the Ocean."
Film Associates of California.
"Life in the Sea." No. 1577.
"Life Story of the Oyster."
No. 2121.

Roads to "Buried Treasure" (Cont'd)

What Students Need to Know

11. Crane operators
12. Cooks
13. Electronic Technicians
14. Radio operators
15. Sonar operators
16. Helmsman
17. Secretaries
18. Sweepers
19. Divers
20. T. V. Cameraman

Requirements for jobs related to oceanography:

1. College education
2. Specialized technical training
3. Some need no specialization, only high school graduate
4. Some require no training.

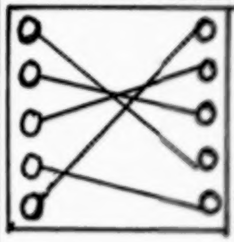
Benefits of products of the ocean:

1. Foodstuffs
   a. fish
   b. algae
2. Food for cattle
3. Iodine
4. Salt
5. Gold
6. Pearls
7. Oil
8. Sponges
9. Kelp—used for cosmetics, textiles, ink, paper, paints, drugs, chocolate, milk, ice cream, cheeses, jellies, and jams.

Suggested Activities

Make Electric Quiz Games (each child may make his own using a shoe box—instead of the board if desired.)

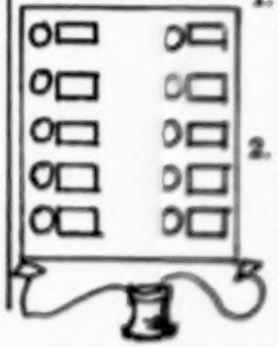
Materials needed:



1. A 15" by 12" board
2. ⅛" drill and 16 to 22 ⅛" bolts and nuts
3. A dry cell battery
4. Insulated wire
5. Transparent tape
6. A two volt bulb and a suitable socket.

Back of board or inside the lid of shoe box.

Front:



1. Drill two rows of holes in the board as shown in the diagram, and insert a bolt in each hole.
2. Using transparent tape fasten a row of questions on the left side of the board and a row of answers on the right side.

Instructional Materials and Resources

"Plankton: Pastures of the Ocean." No. 2362, Encyclopaedia Britannica Films.

"The Oceans." Eye Gate House, Inc.

Films: "The Sea"
U. S. National Commission for UNESCO. Public Information Office Department of State, Washington, D.C. 20520.

"Cameras and Careers," Eastman Kodak Co., Audio-Visual Service.

"Use with Accelerated Groups" Encyclopaedia Britannica Educational Corporation.

"An Introduction to Oceangraphy" No. 11139, Record No. 5242.

Roads to "Buried Treasure" (Cont'd)

What Students Need to Know

Future Plans:
1. Agriculture
   a. To cultivate plankton.
2. To adopt routine farming practices such as plowing and fencing.
3. Ways to harvest underwater crops.
4. Making fresh water from sea water.
5. To mine for minerals such as cobalt, iron, copper, nickel, and manganese.
6. To harness the energy of tides.

Suggested Activities

3. Turn the board over and cross-connect pairs of bolts with wire in such a manner that each question is connected with its correct answer. Leave wires longer than the minimum lengths necessary so that re-wiring between bolts farther apart can be done later if desired. Changing the wiring will prevent memorizing questions—answer relationships.
4. Wire the light socket to one terminal of the battery, leaving a 15" length of wire extending beyond the socket.
5. Attach another 16 in. piece of wire to the other terminal.
   To play the game, place one wire against a question bolt and the other wire against the correct answer bolt. When questions and answer bolts are touched correctly, a circuit is completed and the bulb is lighted.

Many children have picked up curios such as: sea-weed, star fish, coral, etc. An exhibit might be held of models of divers, submarines, oil derricks, etc. made by the children using papier mache.

Instructional Materials and Resources

Write to:

a. Scripps Institute of Oceanography, LaJolla, California and request any free information for teaching purposes they might have.

b. F. A. Owen Publishing Co., Dansville, N. Y., for a portfolio of pictures on "Sea Creatures" unit on "Into the Ocean Depts." No. 28.

c. News Map of the Week Inc., 1512 Orleans Street, Chicago, Illinois. Ask for chart on the sea. Vol. 17, No. 31.

ROADS TO "BURIED TREASURE" (Cont'd)

Suggested Activities

The overhead projector might be used to project a map of the world on the screen. Discuss the location of the Oceans in the World. See what information can be found in regard to work being done in different areas.

Riddles or poems about different workers could be written.

Stories about—Just Suppose I Was A (sea worker, fish, or submarine, etc.)

Answers to Cross Word Puzzle Page 76.

1. Oyster
2. Sponge
3. Microscope
4. Mineral
5. Kelp
6. Salt
7. Diver

1. "There I was fishing out on the ocean," said Art. "Why, I couldn't haul in the fish fast enough. Those whales were biting on anything." How do we know that Art was telling a "Fish Story"?
2. The space explorers had landed on Planet X. Two lakes that were exactly the same size were discovered. The explorers found that everything about the two lakes was exactly the same except for one thing. Lake Hee had almost twice as many minerals in it as Lake Wee. Now,

ROADS TO "BURIED TREASURE" (Cont'd)

Suggested Activities

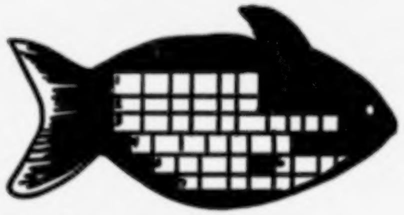
can you help the space explorers? They want to know which of the two lakes has been there the longest.

1. If two fish each had two fish and these fish each had two fish which had two fish, how many fish would there be altogether?
2. "I've invented a machine that can take gold out of salt water," said Ben. "I get $11.25 worth of gold for every 850 gallons of sea water I run through my machine." "What are your expenses?" asked his friend Bill. "It cost me 1½¢ to run through one gallon of sea water," said Ben. Was he making, or losing money?

(Taken from Science Section of Weekly Reader 1958).

ROADS TO "BURIED TREASURE" (Cont'd)

Suggested Activities



1. Produces pearls
2. Used to wash cars
3. It enlarges tiny things so you can see them
4. Not animal nor vegetable
5. A plant from which we get iodine
6. A mineral used in cooking
7. An explorer of the ocean bottom

(See answers on page 74)

OCEAN NEWS

"Bakers in South Africa are now making bread from fish flour. The flour is odorless and tasteless. It's a light brown color."

"Fish with white, not red, blood have been found in the Antarctic."

"Underwater cables that carry telephone and telegraph lines from land to land sometimes get into trouble with whales. The whales might be swimming after food with their mouths wide open, or they mistake the cable as a possible dinner."

Science Section - Weekly Reader, 1958.

SOME WAYS TO EVALUATE GRADES 4-6

I. Teacher construct a rating scale exploring students' attitudes regarding various occupations. (Give before and after presentation of projects.)

II. Questionnaire directed to parents, teachers and students attempting to determine a change in awareness of dignity of all work.

III Questionnaire directed to parents attempting to measure the degree parents desire to influence their youngsters' choices.

IV. Questionnaire directed to other teachers attempting to determine whether they have been more occupation oriented.

V. Do I, as the teacher, feel the time spent is justified?

VI. Do I, as the teacher, recognize attitude change on part of students regarding the world of work?

VII. Have I helped the student to better recognize his interests, abilities, strong points, weak points, etc.?

VIII. Have I provided students opportunities to develop an awareness of how they differ from other students and how these differences contribute to their own uniqueness as an individual?

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WHAT SHOULD BE TAUGHT IN JUNIOR HIGH SCHOOL

OCCUPATIONS

VOCATIONAL GUIDANCE 7-9

CHANGE, CHALLENGE AND CHOICE IN OCCUPATIONAL EDUCATION

GRADES 7-9

INTRODUCTION

Deep appreciation of workers and what is expected of them has been formulated from kindergarten through the sixth grade. During this educational period the evaluation of various occupations has been explored in relationship to every day experiences and environment.

This program has been developed in such a way that it can be organized within the framework of the regular curriculum, or in vocations classes.

In grades 7-9 we are attempting to instill realistic objectives toward occupational considerations. Units on occupations and self-understanding within each grade include job interviews, career possibilities, and factors which determine success in the world of work. These units emphasize matching knowledge of one's self with common requirements which are demanded by everyone in considering most occupations. Through cooperative work with the counselor a more realistic understanding of occupational requirements can be established.

The procedure for implementing the following objectives are not made with any degree of finality, but rather as a springboard for creativity.

SPECIFIC OBJECTIVES

GRADES 7-9

1. To provide an opportunity for the student to become acquainted with occupational and educational opportunities in the community.
2. To assist students who may not finish high school in learning proper ways of seeking employment and finding continued satisfaction from his work.
3. To present information on broad fields of work which will assist the individual in making long-range vocational plans.
4. To develop means for aiding the student to study a few selected occupations intensively.
5. To help the student explore his ability, interests and aptitudes.
6. To assist the student in selecting a curriculum that will best satisfy his needs.
7. To provide an opportunity for the student to match what he has discovered about himself with facts discovered about the worker in the occupational areas which he has studied.
8. To aid pupils in developing proper attitudes toward all types of socially useful work.

SCHOOL WIDE ACTIVITY—OCCUPATIONAL INFORMATION

Objectives

To maintain a continuous program of occupational information for the student body.

To give dignity to all occupations involved in areas emphasized.

To establish cooperative activity of all students and teachers in presenting the program.

To present numerous areas of occupational opportunity.

Learning Activities

Have the school stress different occupations each week related to the calendar of national emphasis. The duty of these presentations will be divided equally among all homerooms or similar organizational groups.

Suggested presentations:

(1) Display every week in the main hall posters and information related to the occupation to be emphasized.

(2) Organize an assembly program on the theme of occupation to be emphasized. Not more than three a year. (Arrange for an outside speaker working in the area of the occupation.)

(3) Have journalism students write articles on the occupation to be emphasized in the school paper.

(4) Prepare daily bulletins or homeroom announcements on job facts to be emphasized.

(5) Notify the responsible homerooms or organizations of their responsibility in advance of actual date. They will write for available information and materials, construct appropriate displays, research the literature for information, and in general prepare for their presentation.

(6) Provide students and faculty with bumper stickers appropriate to occupation of the week.

Materials

A current list of the dates and areas to be emphasized on the calendar of national events, such as:

(1) Religious Emphasis Week (first week in October).

(2) Fire Prevention Week (second week in October).

(3) National Bible Week (third week in October).

(4) Education Week (second week in November).

(5) Book Week (third week in November).

(6) Boy Scout Week (second week in February)

(7) Girl Scout Week (second week in March).

(8) Health Week (last week in March).

(9) National Garden Week, National Forestry Week (third week in April).

(10) National Music Week (second week in May).

(11) Spring Book Festival (third week in May).

Reference Books:

Elementary Teacher's Complete Ideas Handbook.

Many other areas of work are emphasized by the national week method. However, the designations are done on an annual basis and require a current list. Check with your local Chamber of Commerce.

SCHOOL WIDE ACTIVITY—HOW DO I LOOK?

Objectives	*Learning Activities*	*Materials*
To focus attention on the importance of a person's personal appearance and manners in the world of work. To provide information on the appropriate dress for different occasions. To provide information on acceptable manners for different occasions. To reduce the students' emotional insecurity by providing training that will remove doubt as to the acceptable behavior in different situations.	Have students read and answer questions on such areas as: (1) Courtesy (2) Etiquette (3) Acting natural (4) Minding our manners (5) How do I look? (6) Personal appearance (7) Your clothes (8) Grooming (9) Cleanliness (10) Conversational courtesies (11) Social correspondence Give students the opportunity to view and discuss films and filmstrips. Have students act out proper manners in various situations. Also, appropriate dress and make-up should be demonstrated for such occasions as: school, parties, formal dances, picnics, and work. Evaluate this activity by having a "dress-up day" at least once a month. Of course, good manners should be emphasized at all times, but on this day, they should have special consideration.	Reference Books: *Manners Made Easy* *About Growing Up* *Being Teen-Agers* *Our School Life* *Discovering Myself* *Planning My Future* *Building For Tomorrow* *Guide to Good Manners* *How to Get Along with Others* *Good Grooming for Boys and Girls* Filmstrips: "Think of Others First," Parts 1 & 2 "Why Have Good Manners" "Table Manners" "Good Manners When Visiting" "Good Manners at Home" "Do's and Don'ts in Good Manners" "Good Manners at Play" "Good Manners on the Street and in Public Conveyances" "Good Manners at School" "Good Manners at the Movies"

School Wide Activity—How Do I Look? (Cont'd)

		Materials
		"At Home and in Public" "At School" "Clothes" "Parties" "Dating" "Table Manners" "Dining Out" "Grooming and Posture" "Your Job Interview" "Look at Your Future" Pamphlet: "Look at Your Future" Films: "Good Looks" "More Attractive You" "Manner of Speaking" "Mr. Finley's Feelings" "Voice of Your Business"

IMPROVING PERSONALITY

Objectives

To discover that through knowledge and application of human relations the student can help his own cause.

To discover why a good attitude in dealing with people gives the student a competitive advantage in the world of work.

To show how a good human relations attitude gives the student the plus factor that employers in occupations seek.

To make sure the student realizes that certain traits are important from a career standpoint, such as: cheerfulness, honesty, perseverance, imagination, respect for others, etc.

To be aware that failure can result when one attempts to fill a position for which he is not temperamentally fitted.

To be aware that personality is an important factor in securing and holding a job.

Learning Activities

Define attitude as related to human relations and discuss the aspects of a positive or negative attitude.

- a. What results can be obtained by focusing your mind on the positive?
- b. What results from a negative attitude?

Discuss ways of improving attitude through improving your personality. For a guideline use Dale Carnegie's six ways to make people like you.

Discuss why people lose their jobs because of human relations problems. Use case studies of job failures of individuals.

Discuss the three common human relations mistakes that are most damaging to individuals in any occupation.

- a. Failure to listen
- b. Underestimating others
- c. Failure to report mistakes to management.

Make scrap-book using pictures, poems, quotations and other traits associated with attractive personalities.

Use opaque projector to show pictures of people with undesirable personality traits. Have students write one sentence on improvement of personality shown in each picture.

Materials

Good dictionary.
Any records by Earl Nightengale.
Books:
Think and Grow Rich.
How to Win Friends and Influence People.
Your Attitude is Showing.
Record: "Twenty Minutes That Can Change Your Life."
Magazines for pictures.
Opaque Projector.
Filmstrips on personality:
  "Why Have Good Manners."
  "Good Manners on the Street."

Improving Personality (Cont'd)

Objectives	*Learning Activities*	*Materials*
To study conversation through class discussion on topics such as: 1. Think in terms of interest of others. 2. Be a good listener. 3. Tone of voice used in conversation. To realize that a knowledge and practice of good manners is essential to a desirable personality. To be aware that the real test of personality is what others think of you.	Happy Lines In Hall. Make an announcement the day before that this activity will take place. During break between classes have a committee observe students who are not smiling when they cross these lines (A line of masking tape, or chalk mark across the hall). Impose a minor fine of laughing for three seconds for those who failed to smile when crossing the line. (Other ways of fining are numerous). Hold a panel discussion on temperament in relation to various occupations. Have skits emphasizing self-improvement by showing undesirable traits compared to desirable traits. Develop a list of words that are characteristic to personality traits, followed by a written spelling assignment, with words taken from this list. Each student writing words that apply to his personality on one side of the paper and those that do not apply on the other side.	Masking tape, and chalk. Calendar.

Improving Personality (Cont'd)

Objectives	*Learning Activities*	*Materials*
	Let each student bring a photograph of himself and paste it on a calendar, on the date of his birth. Those having birthdays during the time this unit is being taught must make a short talk on manners.	Display window, poster paper, crayons.
	Make a downtown window display of suggestions for do's and don'ts of behavior and manners on the street.	
	Make lapel tags emphasizing kindness, character, courtesy, loyalty or others to be distributed to student body on specified occasions.	

ROLE OF INTEREST IN DECISION MAKING

Objectives	*Learning Activities*	*Materials*
To determine that interests are not aptitudes; indicators of satisfaction, *but* not success. To realize that interests change during a lifetime. To understand the value of hobbies and how they may lead to a vocation.	Have teacher lead discussion on the following five classifications of "Things People Want to Do": 1. To create, build, make new things or improve old ones. 2. To make things, to operate machines or mechanical units. 3. To organize, arrange or classify. 4. To express beauty by means of sound, color, movement. 5. To make the world (community) better—not necessarily a reformer. Let pupils list their aims as they appear now. Study the list to determine which are worthy and possible to attain. Interview two older people whom you admire; ask them about their aims in youth and how they have been altered. Define a hobby. List some which serve to increase useful knowledge. Name some expensive and some inexpensive hobbies. Encourage students to compile scrapbook according to their interests. Write on the board a list of interesting hobbies enjoyed by the class. Followed by individual presentations by students. Invite qualified persons to speak on "Hobbies and Their Place in Our Lives."	Chalkboard. Interest Inventory. Career Kits. Booklets: "All About You". "Finding Out About Ourselves." *Discovering Your Real Interests.* *Choosing Your Occupation.*

MY RESUME GUIDELINES

Objectives	*Learning Activities*	*Materials*
To teach students the importance of a resume. To teach students the purpose of keeping current and accurate information for the resume. To show how a resume correctly prepared can be a real help to the job campaign; poorly prepared, it can be a serious liability.	Stimulate class discussion on the importance of starting a resume early in your school training. Teacher should cover the resume point by point. Have the students write a detailed description of any job they have held. Included in this description should be such items as name of employer, dates, type of job, and rate of pay. What knowledge or experience did the student gain? Was the employer satisfied with the effort of the student? Have students write a description of their extra-curricular activities and interests. Stimulate class discussion on the importance of extra-curricular activities as related to occupations.	"Guidelines for Completion of Resume." Guide to Preparing a Resume.

GENERAL APTITUDE TEST BATTERY

Objectives	*Learning Activities*	*Materials*
To create awareness in students of the many different aptitudes possessed by each individual. To lead students to discover skills necessary for various areas of work. To motivate students to explore job opportunities in their various aptitude combinations. To bring about understanding and acceptance of individual aptitude differences. To emphasize need of both speed and accuracy in skills.	Administer GATB. Follow-up by presenting the results to the students. Explore opportunities in qualifying Occupation Aptitude Patterns, by using manuals, such as the *Occupational Handbook.* Speakers (selected employers — personnel workers). Discuss various aptitudes needed and not needed in their particular assignments. Show filmstrip.	GATB. Contact Guidance Division State Department of Education. Interpretive materials. Manuals. Sections II and IV relating to norms. Career kits. Filmstrip: "Testing: Its place in Education." Booklet: "What Tests Can Tell You About You."

ENGLISH—AS IT RELATES TO JOBS OR VOCATIONS

Objectives	*Learning Activities*	*Materials*
To guide pupils toward the self realization that English is the basic tool of communication in all vocations.	Prepare dramatizations, panels, roundtable discussions, or individual discussions of noteworthy people in the working fields.	Tape recorders.
To teach that language is a product not of the classroom only, but of all society, and the student must be prepared to communicate easily in all situations outside the classroom.	Have students read and report on biographies of outstanding people with emphasis on their field of work. Example: *Three Worlds of Albert Schweitzer.* *American Doctors.* *Odyssey.* *Men of Mathematics.*	Exhibits of vocational materials, pamphlets, brochures, books, etc.
To teach the technical language of various occupations.	Develop good study habits through: 1. Supervised oral and written reports. 2. Acceptance of correct or approved patterns for reporting, writing, speaking, listening, and reading.	
To guide the student to the realization that success or failure in the world today depends on how effectively one uses his communicative skills.	Motivate good reading habits by having the librarian or an interested student: 1. Arrange exhibits of good books on occupations. 2. Select colorful book jackets for display.	

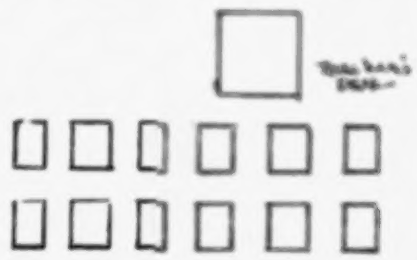
English (Cont'd)

Objectives	*Learning Activities*	*Materials*
To stimulate an interest in the lives of successful people in various occupations. Compare personal qualities with those revealed of the person involved in the story.	Make notebooks showing interesting and unusual occupations which are not crowded fields in the world today. Study the correct procedure for filling out job application forms and writing letters requesting employment. The teacher should stress that correctness and neatness are as important when applying for employment as one's physical appearance. Use dictionary in study of spelling and meanings of technical vocabulary used in the specific vocational fields. Introduce units by assigning written themes on "Why I Chose This Job," or What My Interest in This Job Family is." Make bulletin boards of related jobs in the English fields.	*Occupational Outlook Handbook* *Encyclopedia of Careers and Vocational Guidance* Dictionaries Library Resources: Biographies Autobiographies

SCIENCE—AS IT RELATES TO JOBS OR VOCATIONS

Objectives	*Learning Activities*	*Materials*
To plan learning activities that help students to make their own discoveries and draw their own conclusions. To give students an appreciation of science as related to the world of work. To introduce the students to numerous jobs requiring a knowledge of science.	Present a creative introduction to science-related jobs followed by library reports on jobs related to science. Take trips to a medical research center, farm, dairy, oil refinery, hospital, etc., emphasizing the worker, followed by class discussion. Take pictures of workers on different jobs as the tour progresses. Organize a science club with emphasis on students developing science hobbies; such as, film processing, electronics, plant collection and classification, etc. Utilize the knowledge of those people who collect items: rocks, minerals, insects, seeds, etc. Create bulletin boards on science careers. Require each student to give a report on a job that demands a knowledge of some field of science. Show motion picture films that emphasize scientific research. Follow-up the film by discussing the characteristics of the jobs.	Overhead projector. Camera, film developer, etc. Nature boxes, felt boards. Films: "Bridge to Tomorrow" "The Profit Pullet Story" "Acres of Science" "The Petrified River—The Story of Uranium" *Occupational Outlook Handbook*

SOCIAL STUDIES—AS IT RELATES TO JOBS OR VOCATIONS

Objectives	*Learning Activities*	*Materials*
To give the individual students an experience in local government. To identify students who need group work, "isolates", and help them to work with those students who would be recognized as leaders, "stars". To increase enthusiasm of small group work. To develop appreciation of governmental jobs and their interdependence.	Field Trip—Role Play—Discussion Have the teacher organize the class into a small group "city block" . . . Simulated community in the organization of the classroom.  Teacher's desk 1. Elect city councilmen 2. Elect a mayor 3. Elect a police chief 4. Elect a fire chief 5. Etc. . . . Plan a group trip: A. Visit a city council meeting B. Follow-up with class discussion C. Make arrangements with the various local government agencies for the elected students to be with the police chief for one-half day, with the fireman for one-half day, etc.	Community Resources

Social Studies—(Cont'd)

Objectives	*Learning Activities*	*Materials*
To establish an awareness of the inter-dependence of occupations.	Preceding the learning experience, the teacher should confer with each official involved. In this conference the teacher should request information about the job being worked into conversation between the child and the fire chief, the child and the policeman, the child and the judge, and others. Follow up with the class sharing experiences and describing the duties of various officials. Topic: "An Old Shoe" Cut the shoe sole, heel, sides in such a way as to reveal its parts and materials used. Stress: countries from which each material comes, the people involved in the work, and transportation involved. "Job Areas" Assemble the shoe on a display table with a poster. Connect the various parts of the shoe to the board with yarn and pins.	Old shoe, knife, scissors, table, string, poster board, magic marker, straight pins

MATHEMATICS—TODAY'S JOBS VS. TOMORROW'S JOBS

Objectives	*Learning Activities*	*Materials*
To create an interest in the subject of mathematics. To create an awareness of the wide expanse of present and future career opportunities in the field of mathematics. To cause a realization that the occupations of the future will require specialized educational preparation and planning. To relate the subject studied (math) to job areas. To help students see how knowledge and skill acquired in the classroom can help them earn a living. To learn of job opportunities and requirements related to the subject area and to stimulate pupils to think of an occupational choice.	Prepare a line graph comparing the life earnings of each section of the job family. The teacher must explain how to construct a line graph and present on chalkboard the parts of a graph. One may plot the graph on posterboard with pins and connect the pins with yarn. (Confer with counselor on topic of job families.)	Poster board, yarn, magic marker, straight pins, straight edge, and chalk. *Occupational Outlook Handbook*
	Prepare a circle graph on the distribution of employed persons according to occupational families. The teacher should lead the class in a discussion of a circle graph and their implications. (Appendix B)	Ruler, flannel board, overhead projector
	Prepare information for a debate. Topic: Money is the only reason for working. School is necessary for success on tomorrow's job. Lead the students in organization of materials.	Scrapbook materials
	Stimulate a TV program. Topic: Name of the show is "Know Your Jobs Related to Math." Select class members which are to participate in the role play: Panel members, moderator. Prior to role play, brief the participant on his job role, or make the participant responsible for research concerning his job on which the	

Mathematics—Today's Jobs Vs. Tomorrow's Jobs (Cont'd)

Learning Activities	*Materials*
panel members will be quizzing him.	Poster paper, colored pencils, angel hair, construction paper.
Organize group work. Bring graphs and articles from newspapers, magazines, etc. Have selected materials for demonstration. Divide the class into 5 or 6 groups. Supervise the group activity, giving help or advice when needed. Guide discussion. Have a brief caption by each clipping which will state the reason for the entry into the scrapbook.	
Prepare a bulletin board display on job families or job activities. Introduce the activity by sketching the project sample, "People Pyramid." Make the board three dimensional. Outline areas with yarn. (Appendix C)	
Speaker (Selected). Topic: The Future of the Computer. The teacher should brief the speaker on the topic in relation to the teaching that has preceded.	Interview sheet
Hold a panel discussion. Topic: Which math related jobs of today were not in existence when my par ents were in school.	

Mathematics—Today's Jobs Vs. Tomorrow's Jobs (Cont'd)

	Learning Activities	*Materials*
	Pantomine. Topic: Grocery Store. (This is good for slow learners.) Devise a crossword puzzle of jobs that require a mathematics background. The teacher should prepare this puzzle prior to a class presentation. Development of architecture: Collect pictures of objects, buildings of geometric design and classify them modern, gothic, etc. The teacher should have ready a demonstration which would compare the old with the new. A Frank Lloyd Wright building with a gothic church in Europe. Models: This is a lesson on ratio and proportion. Have the various class members bring their models to school and display them. Discuss the various jobs necessary in constructing a particular model. Example: building a ship-welder, carpenter, painter, etc. Mobile: The properties of balance are learned in the construction of mobiles. The instructor should have prepared prior to class time the materials for assembling the mobile.	Boxes, money; items to be purchased may be pencil, eraser, etc. Paper and pencil Pictures from magazines, books, etc. Models brought by the student on display. Overhead projector for demonstration of ratio and proportion. Construction paper, magic markers of various colors, string, dowel rods (small).

PHYSICAL EDUCATION & HEALTH—AS IT RELATES TO JOBS OR VOCATIONS

Objectives	*Learning Activities*	*Materials*
To create an interest in physical education and related jobs. To create an awareness of the wide-expanse of present and future career opportunities in the field of P.E. and Health.	Panel: Brief speaker on purpose of discussion. Example: "How Appearance can Affect One's Job." "Keeping in Shape vs. Ability to Do One's Work." Follow up: Ask each student to make a comparison of his scholastic and physical abilities as related to different jobs. Games: *Name That Job* This game is played by two teams of equal size and can be made more difficult or easier to meet the age and ability of those playing it. A selected chairman for each team chooses a topic from a list of emergencies prepared by the teacher. The teams are given turn-about in naming job areas that are involved in handling the emergency chosen. Example: A three year old boy has swallowed some lye. Name the different job areas involved in this emergency. 1. Telephone operator 2. Doctor 3. Ambulance driver, etc. The team naming the greatest number of related job areas is the winner.	Filmstrip: Dress, Etiquette, Health Tips, etc. as related to jobs. "Look At Your Future" "Success Insurance In a Man's World" Better Living Booklets

Physical Education & Health—(Cont'd)

Learning Activities	*Materials*
Plan a field trip: To related employment areas of Health & Physical Education. Example: Medical Center to observe Physical Therapist. Remember, arrangements must be made ahead of time. Follow up with discussion of worker observed.	Interview sheet mimeographed prior to class assignment. Distribute one week prior to class discussion. It takes time to interview and write the report.
Interview & Report 1. Sports writer 2. Coach or referee 3. Swimming instructor, etc.	
Fake an accident about to happen using "Student Actors." Take pictures of this and discuss how it could have been prevented. Example: A boy walking down the stairs about to step on a skate. Simulate an accident and take a picture of the injured victim. Discuss jobs of the people involved in care of the injured. Example: A girl just hit by an automobile. (Use that student whose hobby is photography to take pictures.)	
Develop a cartoon series using transparencies on "The Effect of Appearance on the Job." Example: A referee improperly dressed as opposed to properly dressed. Discuss the effect that each type would have on members of the team.	Colored magic markers or transparency pencils, camera, film, projector, screen, cardboard to make transparency frames, actor or actresses—depending upon the job. (Materials selected according to media used.)

ART—AS IT RELATES TO JOBS AND VOCATIONS

Objectives	*Learning Activities*	*Materials*
To explore the world of work through the study of art and related areas. To develop an appreciation of the related job fields and their dependence on each other. To create an awareness of one's abilities and potential in relation to jobs in the fields of art.	Hold a class discussion of art job families. Show filmstrips or films on art as a vocation, a great artist or on the history of art, etc., to be followed by class discussion. Pantomime the job of a sculptor; divide the class into groups for competitive purposes. Use community resources such as trips to museums, art schools, art exhibits, etc. Organize an art club that would assist in preparing vocational display for the entire school. Such as: Bulletin Boards, models for vocational display, design book jackets.	Filmstrip and film projectors "Oklahoma Teaching Guide for Art" Parental permission slips to be signed before children take trips. *Encyclopedia of Careers and Vocational Guidance*

MUSIC—AS IT RELATES TO JOBS

Objectives	*Learning Activities*	*Materials*
To discuss job opportunities related to the subject of music. To create an awareness of career opportunities in the field of music. To create an interest in the world of work through music with lyrics that emphasize work and jobs in our culture.	The teacher presents music with lyrics which contain the name of a job area. Example: "I've Been Working on the Railroad." "Sixteen Tons." Fill in a crossword puzzle using songs which contain a job name or the composer of a song containing the job name. Have the class list ways music has changed as a result of jobs. A. Music written by a computer B. Records cheaper and more readily available as a result of technology. Speaker — (Selected) Brief the speaker on the purpose of the talk. Show films on orchestral instruments. Follow up with a discussion and a paper to be written on the construction of a favorite instrument. Discuss related subjects such as: where the material comes from, method of transportation, availability of the materials, etc. Example: Oboe-hardwood—Amazon. Region, etc. Have students list jobs that involve music: Arranger, dance band director, librarian, piano tuner.	Piano, music, or records, record player. Crossword puzzles.

Music—(Cont'd)

Learning Activities	*Materials*
Select one interest area from the list made by the class and interview a person employed in the selected area. If the community does not have people working in these jobs, have the students research characteristics of the job in sources such as the *Occupational Outlook Handbook.*	*Occupational Outlook Handbook*

REQUIREMENTS FOR WORLD OF WORK

Objectives	*Learning Activities*	*Materials*
To provide opportunities for the student to become familiar with various areas of occupations and the necessary requirements, both physical and educational, and qualifications of each. To provide information to the students which will help them to understand how people feel about their jobs, and especially what they think helped them to become successful. To stress the study of occupations for girls as well as those suitable for boys.	Learn to operate a tape recorder. Divide the class into groups and assign special days for each group to work. Make arrangements for sidewalk interviews and interview people at random. The interview will be taped and should include such questions as: Who are you? Where do you work? Length of time in this job? What do you like about your work? How many days a week do you work? How many hours per day? Why did you go into this type of work? What are the requirements for entering this type of work? What education would you recommend for training in your type of work today? What are the chances of this type of work being eliminated? To what do you contribute your success? Write a description of the personality of each person interviewed. Have the student make posters showing the relationship between school subjects and each occupation.	Tape recorder, blank tapes. Poster paper, colored chalk or paint. Prepared guidance vocational interview tapes.

Requirements for World of Work—(Cont'd)

Learning Activities	*Materials*
Divide class into groups to work on listed projects. 1. List ten jobs that an elementary grade education will satisfy. 2. List ten jobs for which high school will be necessary. 3. List ten jobs for which college training is necessary. Have each group prepare charts for the educational skill and the physical requirements needed for each job. Obtain job application forms from companies requiring various skills. Note, especially, questions concerning physical and educational requirements. Assign students to role playing in interviewing for such jobs as car hop, service station, delivery boy, car wash, etc. Conduct panel discussion on promotion and discharge policies and the common causes of forced changes of job.	Career information kits. *Occupational Outlook Handbook.* Booklets: "What Employers Want", "How to Get the Job." Film: "Children of Silent Night." Filmstrip: "Getting and Keeping Your First Job."

OBTAINING A SOCIAL SECURITY CARD

Objectives	*Learning Activities*	*Materials*
To provide all students an understanding of the Social Security System and its relationship to the world of work. To educate the students of the benefits to be derived from participation in the Social Security System. To provide the students with the legal document to qualify for the benefits of Social Security. To provide emotional stability to the students by providing ownership of a card that may identify them in the adult world.	Study available material on the history, function, participation and benefits of the Social Security System. Arrange for a resource person from the local Social Security Office to speak to the class. Teach the concept of salary withholding such as social security, for the purpose of supporting the system. Experience in filling out forms in a neat and accurate manner. Complete application form for Social Security Card and mail it. Follow up by having each student report to the class when his card is received and record his number on a bulletin board chart.	Encyclopedia, History Book. Social Security Administration Booklet, OASI-35. Application forms for Social Security Card.

SALARY AND JOB BENEFITS IN CONSIDERING AND SELECTING AN OCCUPATION

Objectives	*Learning Activities*	*Materials*
To help students realize that they should consider fringe benefits and working conditions as carefully as wages in selecting an occupation. To discover the advantage of one occupational selection over another based on salary, fringe benefits, and working conditions. To assist students in becoming aware of salary deductions.	Many people are surprised to find that their first pay check is not as large as they expected it to be. Stimulate discussion on how a person's salary is determined. The items deducted from gross salary, such as federal income tax, state income tax, social security, and other deductions that must be considered in arriving at the net salary. Have students write letters to various companies requesting information in regard to their fringe benefits and wage scale. Stimulate discussion on the topic: High Pay, Low Benefits vs. Moderate Pay, High Benefits. This could possibly be a good topic for a panel discussion or debate type of presentation. Work up a skit showing a person after retirement talking about the benefits he received with his company. Have another person role playing an individual with no retirement benefits. Instruct students in filling out income tax forms #1040-A.	A good bookkeeping book. Company brochure or booklets. Income tax forms #1040-A. Check with post office for forms.

CAREER POSSIBILITIES

Objectives	*Learning Activities*	*Materials*
To inform students that a person must know what the job requires before deciding to prepare for it. To realize that new job opportunities are created every day and require special training. To help the student realize that a wise final career decision depends to a great extent on how well he knows himself and the requirements of the occupational fields. To become aware of the wide expanse of present and future career opportunities. To study requirements for local occupations. To become familiar with methods of securing information about occupations through experience, observation, reading and studying.	Study want-ad section of newspapers for career information. List jobs most frequently mentioned, noting education requirements. Compose clear, concise, complete letter requesting an interview for positions from want-ad section. View filmstrip and have class discussion. Have students interview their parents to find out what their jobs are, what abilities, and educational skills are needed. Prepare a summary of the interviews. Match facts the student has discovered about himself to each requirement of the occupations listed in the summary. Make arrangements with each business man who will participate to take one student to work with him for one-half day. Students will study the assigned occupation prior to the date set. Following the half-day of observation, each student will fill out a questionnaire about the job observed. Reports will be made by each student participating with a final comparison of facts about himself with those discovered about the occupation. (Some reports may be written.)	Newspaper: Want Ad section. Filmstrip: (1) "What Good is School?" (2) "What is a Job?" (3) "Jobs for High School Students" (4) "Getting and Keeping Your First Job" Occupational Work Kit. Films: "Preparing for the Jobs of the 70's"; "An Overview in Technical Education"; "Preparing for the World of Work." Check with Counselor or Administrator for film catalogs for other appropriate films. "Outline for the Study of an Occupation". *Occupational Information.*

TECHNIQUES OF JOB STUDY

Objectives	*Learning Activities*	*Materials*
To encourage students to observe jobs with a critical analysis of required skills, working conditions, and day-by-day activity.	Instruct students in the operation of 8mm motion picture cameras, projector, light meter, and editing equipment.	8mm motion picture camera*
To develop student responsibility in organizing and producing information about local occupations.	Organize student committees to investigate local occupations, plan field trips to the job site and film the unique characteristics of the job under study.	8mm projector*
To develop student skills in operating 8mm motion picture equipment.	Have the students cut and edit the film to produce the desired story. A tape recorder may be used to give a commentary, sound effects, and background music which would coincide with the film.	Editing equipment.
	Have the student committees confer with the art teacher and other members of the staff who may have suggestions which would improve the quality of the film.	Tape recorder.
	Have the student committees present the prepared films and recordings to the class.	8mm motion picture film*

*The teacher may decide to use 16mm film, 35mm slides or other equipment. The 8mm motion picture equipment is recommended because it is less expensive.

STUDY OF LOCAL OCCUPATIONS THROUGH FIELD TRIPS

Objectives	*Learning Activities*	*Materials*
To give the students an opportunity to explore vocational opportunities in his own community. To provide opportunity for students to obtain information about broad areas of occupations. To become informed of the duties and responsibility of employees to their respective jobs. To secure by direct observation knowledge of the how's and why's of the various functions of jobs in a given industry.	Write letters asking permission to tour a plant. Review before each trip suggestions for acceptable behavior and what to observe. Hold a class discussion on what to observe with such questions as these in mind: (1) Would I have what it takes to do that job? (2) Would it meet my needs? (3) Would I enjoy doing that job? Plan a question period at the plant if at all possible. Preparation has been made by giving each student a list of suggested questions to ask with instruction to ask others which arise in their mind. Hold a panel discussion on advantages and disadvantages of work in this particular occupation. Have a teacher give a short test on information brought out during the question period on the day following the tour. Have a news release prepared by a committee after each field trip. Send a letter of thanks from the class to the guide of the plant toured. Obtain answers to the following questions from proper resource: employees, personnel department, person conducting tour:	To acquire a knowledge of a modified job analysis. Suggested places to visit: Retail stores Restaurants and hotels Telephone company Airline, railroad, and bus companies. Garages and service stations Electric and gas companies Cleaning and pressing plants Building and general contractors Farms Newspapers Paper, pen, and stamps

Study of Local Occupations Through Field Trips (Cont'd)

Learning Activities

1. What educational background did the person have to get the job?
2. What responsibility does each employee have to his respective department?
3. What are the fringe benefits?
4. How is the rate of pay determined?
5. What are the working conditions?
6. What are some of the operational aspects of the store or industry?

Note: These questions are suggestions as to what type of information is desired. It is obvious that you can add to or modify the list.

It is recommended that one class period be devoted to planning the field trip.

It is recommended that one class period be devoted to an evaluation or discussion of what was learned from the field trip. (What are you going to talk about when you come back?)

Discussion:

1. What are you going to try to learn?
2. Ask students what they want to learn.
3. Have an objective of what you plan to do with the information you obtain.

JOB INTERVIEWS

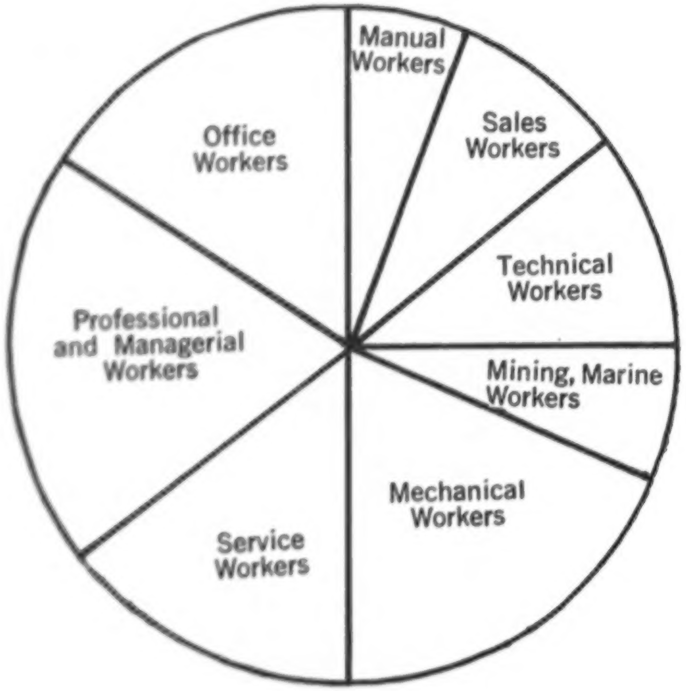
Objectives	*Learning Activities*	*Materials*
To inform the student that advance preparation for an interview is necessary. To realize importance of attitude during interview. To be aware that proper dress is important. To realize that it is easier to succeed in any job if you know what people are likely to expect of you.	View and discuss filmstrip. Conduct an employment interview through role playing as employer and employee. Have skits showing right and wrong attitudes during an employment interview. Hold a panel discussion on proper dress and careful grooming for the interview. Practice in writing thank you letters to follow an interview. Make a series of slides showing preparation for an interview. Invite employers to participate in practice interviews and tell the class which applicant he would hire if this interview were an actual employment situation.	Filmstrip: "Your Job Interview." Reference book: *You and Your Job.* Paper and pen. Camera, slides.

EDUCATIONAL AND OCCUPATIONAL INFORMATION

What the Student Needs to Know

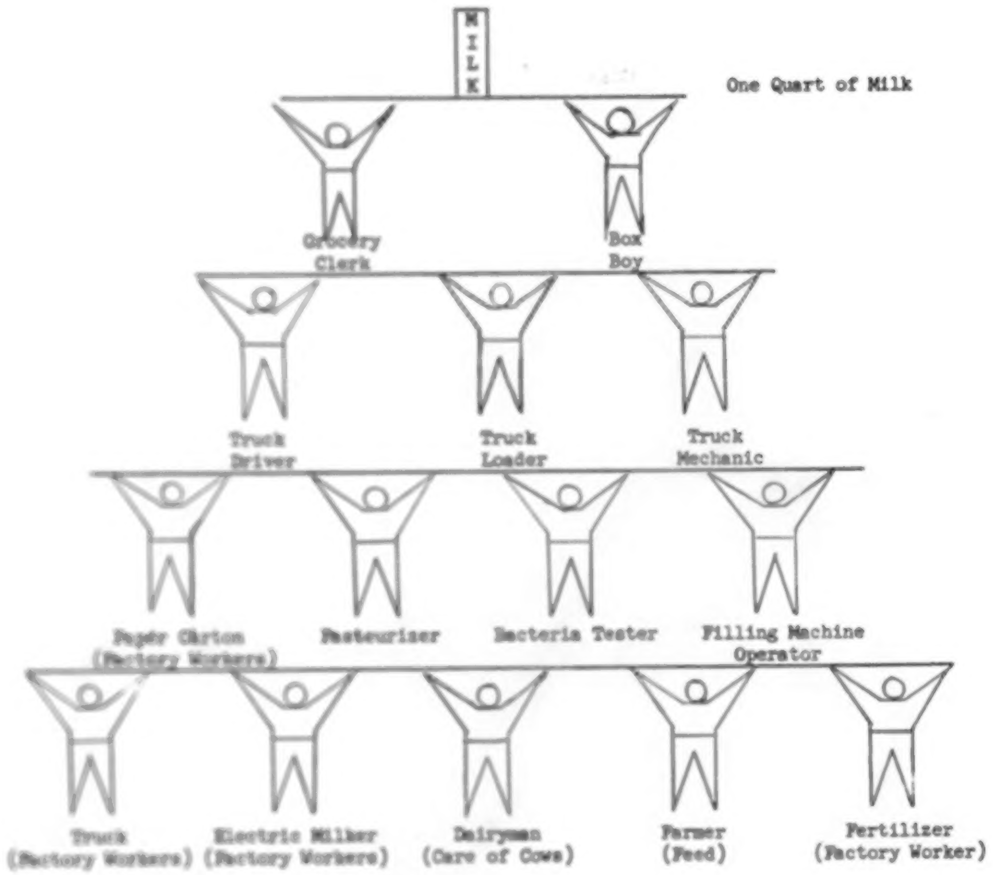
I. History of the occupation.
II. Importance of the occupation and its relation to society.
III. Duties.
  A. Definition of occupation.
  B. Nature of the work.
IV. Number of workers engaged in occupations (give source, date, and area covered by figures used).
  A. Present number.
  B. Distribution.
  C. Trends and outlook.
V. Qualifications.
  A. Age
  B. Sex
  C. Special physical, mental, social, and personal qualifications excluding those obviously necessary for services in all types of work.
  D. Special skills essential for performance on the job.
  E. Special tools or equipment essential for the performance.
  F. Scores on test for employment or selection.
  G. Legislation affecting occupation.
VI. Preparation.
  A. General education
  B. Special training, including probable cost of training.
  C. Experience.
VII. Methods of entering.
  A. Public employment service.
  B. Special employment agencies.
  C. Civil Service examinations.
  D. Apprenticeship.
  E. License, certificate, etc.
  F. Other methods and channels.
VIII. Time required to attain skill.
  A. Special apprenticeship or union regulations.
  B. Length of period of instruction on the job.
  C. Length of time before median and maximum rates of pay are reached.
IX. Advancement.
  A. Lines of promotion: jobs from which and to which workers may be promoted.
  B. Opportunity for advancement.
X. Related Occupations.
  A. Occupations to which job may lead.
  B. Occupations from which one may transfer.
XI. Earnings.
  A. Beginning wage range.
  B. Wage range in which largest number of workers is found.
  C. Maximum wage received by most highly skilled.
  D. Median and average salary, if available, and difference for sex and age groups.
  E. Annual versus life earnings.
  F. Regulations.
  G. Benefits.
  H. Rewards and satisfaction other than monetary.
XII. Conditions of work.
  A. Hours.
  B. Regularity of employment.
  C. Health and accident hazards.
XIII. Organizations.
  A. Employers.
  B. Employees.
XIV. Typical places of employment.
XV. Advantages and disadvantages not otherwise enumerated.
XVI. Supplementary information.
  A. Suggested readings: books, pamphlets.
  B. Trade and professional journals.
  C. Other sources of information.
  D. Lists of associations, firms or individuals who may provide further information.

DISTRIBUTION OF EMPLOYED PERSONS ACCORDING TO OCCUPATIONAL FAMILIES



Appendix C

PEOPLE PYRAMID



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Bolton, Sarah K. *Famous Men of Science*. Edited by Barbara L. Cline. New York: Thomas Crowell Co., 1946.

—————. *Lives of Poor Boys Who Became Famous*. Edited by Margaret Wilson. New York: Thomas Crowell Co., 1947.

Bonner, Mary Graham. *Baseball Rookies Who Made Good*. New York: Alfred Knopf, Inc., 1961.

Carnegie, Dale. *How to Win Friends and Influence People*. New York: Simon and Schuster, Inc., 1936.

Foresee, Alysea. *American Women Who Scored Firsts*. Philadelphia: Macrae Smith, 1958.

Gardner, Dick. *Is My Job For YOU?* New York: John Day Co., 1962.

Hill, Napoleon. *Think and Grow Rich*. Greenwich, Connecticut: Fawcett Publishing Co.

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Hoppock, Robert. *Occupational Information*, New York: McGraw-Hill, 1957.

Keily, Helen J., and Walters, R. C. *How to Find and Apply for a Job*. Cincinnati, Ohio: South-Western Publishing Co., 1960.

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—————. *Being Teenagers*. Circle Pines, Minnesota: American Guidance Service, Inc., 1962.

—————. *Discovering Myself*. Circle Pines, Minnesota: American Guidance Service, Inc., 1962.

—————. *Our School Life*. Circle Pines, Minnesota: American Guidance Service, Inc., 1962.

—————. *Planning My Future*. Circle Pines, Minnesota: American Guidance Service, Inc., 1962.

—————. *Toward Adult Living*. Circle Pines, Minnesota: American Guidance Service, Inc., 1962.

Neugarten, Bernice. *How to Get Along with Others*. Chicago: Science Research Associates, Inc.

[illegible], William. *Living and Planning Your Life*. New York: McGraw-Hill, 1962.

Stevens, Patricia. *Good Grooming for Boys and Girls.* Chicago: Science Research Associates, Inc.

Tiedt, Sidney W., and Tiedt, Iris M. *Elementary Teacher's Complete Ideas Handbook.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

U. S. Department of Labor. *Dictionary of Occupational Titles.* Vols. I and II. Washington, D.C.: U.S. Government Printing Office, 1965.

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Pamphlets

"All About You," Science Research Associates, Chicago.

"Better Living Booklets," Science Research Associates, Chicago.

Chapman, Elwood N. "Your Attitude is Showing," Science Research Associates, Chicago, 1964. "Your Attitude is Showing Workbook," University of Texas, Division of Extension, Distributive Education, Austin, Texas.

"Charting Your Job Future," Science Research Associates, Chicago.

"Choosing Your Occupation," Oklahoma Employment Service.

"Discovering Your Real Interests," Science Research Associates, Chicago.

"Finding Out About Ourselves," Science Research Associates, Chicago.

"Guide to Preparing a Resume," New York Department of Labor.

"Guidelines for Completion of Resume," Oklahoma Employment Service.

"How to Get a Job," Science Research Associates, Chicago.

"Job Family Series," set of 17 booklets, Science Research Associates, Chicago.

"Junior Series," set of 21 booklets, Science Research Associates, Chicago.

"Look at Your Future," American Institute of Men's and Boy's Wear, Inc., New York.

"Oklahoma Teaching Guide for Art," Oklahoma State Department of Education, 1966.

"Senior Series," set of 27 booklets, Science Research Associates, Chicago.

Sinick, Daniel. "Your Personality and Your Job," Science Research Associates, Chicago.

"What Employers Want," Science Research Associates, Chicago.

"What Testing Can Tell You About You," Science Research Associates, Chicago.

Filmstrips

"Developing Your Study Skills," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Getting and Keeping Your First Job," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Look at Your Future," American Institute of Men's and Boy's Wear, Inc., New York (accompanied by booklet).

"Manners Make a Difference," set of 9, Eye Gate House, Inc., New York.
- "Why Have Good Manners"
- "Table Manners"
- "Good Manners When Visiting"
- "Good Manners at Home"
- "Do's and Don'ts in Good Manners"
- "Good Manners at Play"
- "Good Manners on the Street and in Public Conveyances"
- "Good Manners at School"
- "Good Manners at the Movies"

"Never Looked at It That Way Before," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"An Overview in Technical Education," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Preparing for the Jobs of the 70's," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Preparing for the World of Work," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Somebody's Cheating," Parts 1 & 2, Guidance Associates, Pleasantville. New York.

"Teen Etiquette Series," set of 8, McGraw-Hill Filmstrips, New York.
- "At Home and in Public"
- "At School"
- "Clothes"
- "Parties"
- "Dating"
- "Table Manners"
- "Dining Out"
- "Grooming and Posture"

"Testing: Its Place in Education," Guidance Associates, Pleasantville, New York.

"Values for Teenagers, The Choice is Yours," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Your First Year in High School," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Your Job Interview," Parts 1 & 2, Guidance Associates, Pleasantville, New York.

"Your School Record is Important," Science Research Associates, Chicago.

Recordings

"Twenty Minutes That Can Change Your Life," Earl Nightengale.

Any Earl Nightengale record.

Films

"The Big Question, Choosing Your Career," (16mm, sound, b/w, 30 min.) Association Films, Inc., Dallas, Texas. (Pay return shipping charges).

"Getting a Job," (16mm sound, b/w, 16 min.) Encyclopaedia Britannica Films, Wilmette, Illinois.

"Good Looks," (16mm) Association Films, Modern Talking Picture Service, Dallas, Texas.

"A More Attractive You," (16mm) Association Films, Modern Talking Picture Service, Dallas, Texas.

"Bridge to Tomorrow" (16mm) Modern Talking Picture Service, Dallas, Texas.

"The Profit Pullet Story" (16mm) Modern Talking Picture Service, Dallas, Texas.

"Acres of Science" (16mm) Modern Talking Picture Service, Dallas, Texas.

"The Petrified River—The Story of Uranium" (16mm) Modern Talking Picture Service, Dallas, Texas.

Kits

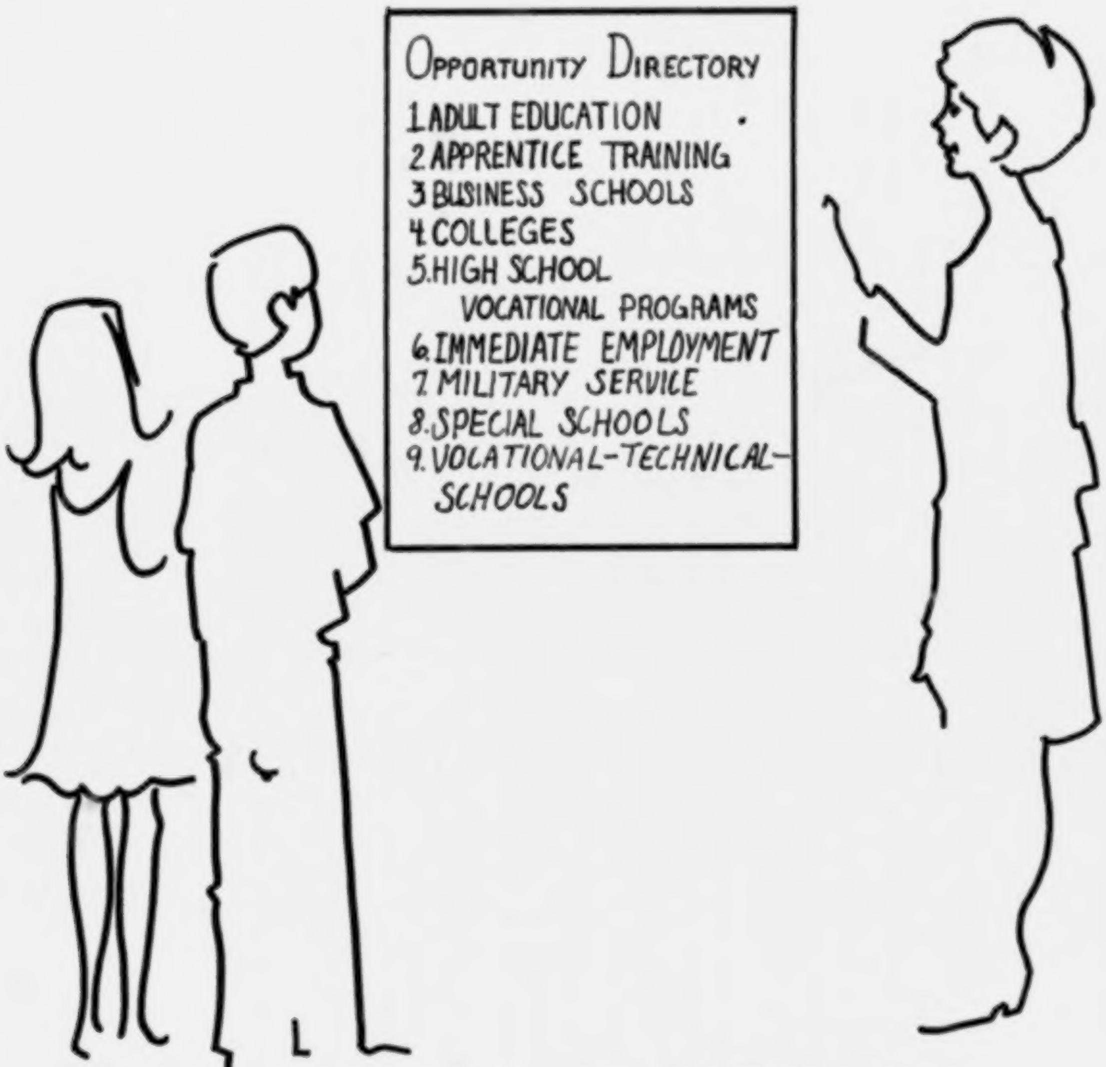
Desk Top Career Kit, Careers, Largo, Florida.

Educator's Guide to Free Materials, Educators Progress Service, Randolph, Wisconsin.

Finding Your Job, Finney Company, Minneapolis, Minnesota.

Occupational Exploration Kit, Science Research Associates, Chicago.

Widening Occupational Roles Kit, Grades 7-9, Science Research Associates, Chicago.



THE CHOICE IS YOURS

VOCATIONAL GUIDANCE 10-12

INTRODUCTORY STATEMENT FOR

GRADES 10-12

Vocational interests are not inherited but grow out of our experiences in life. The wider our range of activities, the wider the variety of interests. As boys and girls grow to adulthood, these interests tend to become established. Indications of these interests come from school subjects, extra-curricular activities, reading, hobbies, club participation, part-time work, occupation of parents and other adults whom they admire, as well as numerous other experiences.

One area where the teacher and counselor must work together is in career development of the students. Current tends are stressing a broad basic education before specialization for all students, thereby developing this ability to think with a broad view of life. Other emphases are being placed on preparation for decision-making, rather than on a specific career choice, and on the importance of personality and psychological factors in selecting a career.

There comes a time in the lives of boys and girls when they suddenly discover the fact that they have a vital interest in their own vocational future. Career development, being a developmental process built upon experiences, is a continuing responsibility of the school at all levels. In the elementary grades, students can begin to learn about the world of work, the relation between various kinds of jobs, and how each one makes a contribution to society. They can also begin to find out about their own interests and abilities. In junior high school, they should have opportunities for broad exploratory experiences, sizing themselves up, learning about occupations in fields open to them, and planning for educational levels. In high school they can learn more about themselves, ways of working with others, and the psychological aspects of jobs as they relate to their own temperaments, personalities and values.

A challenge to vocational guidance has been issued by the President of the United States in his statement, "We will not be satisfied until every man knows the dignity of work—and every man understands the rewards of labor." Statistics show that many adults are dissatisfied with their jobs. This condition often has been the result of these individuals failing to make satisfactory educational and occupational plans while they were still in school. Occupational information can be a medium for awakening an early interest in occupations and can even enable some students to make a final decision while still in high school. Living in an innovative age demands a practical education preparing an individual for work that does not even yet exist. The school does a disservice to students if it prepares them *only* for their *first* job. There must be a preparation for flexibility and readjustment. It becomes imperative that occupational information be made available to all students beginning in the kindergarten and continuing throughout life.

SPECIFIC GOALS

GRADES 10-12

1. To prepare youth to cope with continued change in the world of work
2. To acquaint students with the major occupational fields
3. To develop understanding of the need for continuing education or training in the various career areas
4. To acquaint students with information concerning schools, colleges, and other training programs
5. To develop a realistic attitude towards the dignity of all work and workers
6. To develop attitudes of respect for cooperation with employers and fellow employees
7. To develop a realistic understanding of one's self regarding decision-making relative to career choice
8. To point out the relationship between specific high school courses and the jobs for which they can prepare the student
9. To provide information to students regarding employment

GOAL #1

What the Student Needs to Know	*Learning Activities*
Change in the world of work is inevitable. By conservative estimate the average person may change his job as many as six to seven times. Job changes may bring about environmental and social changes requiring ability to adjust.	Present statistics. Make a mural showing change in the world of work. (see example) Prepare a bulletin board exhibit. Invite a psychologist to talk with the group concerning ability to adjust. Arrange counseling interviews, especially with students having difficulty in adjustment. Organize and conduct a group discussion concerning geographical and environmental changes. Make a community survey of job changes. Determine the new jobs in the last ten years in the community. Schedule talks by people from industry. Study the evolution of ideas and careers within certain areas, such as transportation, medical field, agriculture, etc.

To Prepare Youth to Cope with Continued Change in the World of Work

Selected Materials and Resources

Newspapers, news items, want ads

Experiment stations

Industrial research

Libraries

Television, radio

Museums

School counselor

Government agencies:
  U.S. Department of Labor
  U.S. Government Printing Office
  Oklahoma Department of Labor
  Oklahoma Employment Security Commission

Books:

Holland, John L. *The Psychology of Vocational Choice.* Blaisdell, 1966.

Menninger, William C. *Understanding Yourself.* Science Research Associates.

Paradis, Adrian A. *You and the Next Decade.* McKay, 1965.

Films:

"Understanding Your Emotions," and "Benefits of Looking Ahead," Coronet Film Company, Coronet Building, Chicago, Illinois 60601.

Filmstrips:

"The Challenge of Change," William W. Mathews Company, Pittsburgh, Pennsylvania 15222.

"Preparing for the World of Work," Guidance Associates, Pleasantville, New York 10570

Example

Examples

Change necessitates acquiring new understandings, skills, and knowledge.

1. Make a mural showing changes in transportation.
    A. Stress the additional *personal qualities, knowledge,* and *skills* which each progressive change requires in order to have people who can operate more complex methods of transportation.
    B. This might be used in a social studies class for such an activity adapts itself well to a social study project in World History or American History.
2. Other suggestive areas for picturization might be: *Housing, Preparation of Food, Production of Clothes, Methods of Education,* etc.
3. In each preparation stress *the people* involved and their increased need for more training and knowledge.
4. Write paragraphs, themes, and research papers concerning the various developments in the subject being studied. This type of written assignment would be "geared" to the ability level of the student involved.
5. Make lists of characteristics, personal traits, skills and knowledge of the people involved in each step of the change being studied.
6. Conduct group discussions or panels about the effects of change in the lives of students in a particular class, i.e. a student who has moved from one area of the country to another—his problem.

GOAL #2

What the Student Needs to Know

The major job classifications according to the Occupational Outlook Handbook.

1. Professional, Managerial, and Related Occupations
2. Clerical and Related Occupations
3. Sales Occupations
4. Service Occupations
5. Skilled and other Manual Occupations
6. Some Major Industries and their Occupations
7. Occupations in Agriculture
8. Occupations in Government

To become acquainted with the Occupational Outlook Handbook and other sources of information concerning specific jobs.

Learning Activities

Vocations Class (When this class is available, it will carry the major responsibility for this kind of information, but it behooves each teacher in each subject matter field to encourage a search for more information about jobs for all his students.)

Reading of and reports from books, brochures, occupational briefs, etc.

Term papers or theme on selected occupations.

Films, movies, filmstrips, etc.

Notebooks or collections of material about certain occupations.

Student interviews with workers.

Guest speakers for assemblies or for individual classes.

Talks by recent graduates of the local high school about their occupations.

Prepare an in-depth study of an occupation of special interest to the individual student. (See Appendix A)

Encourage participation in Explorer Program emphasizing occupations (Sponsored by the Boy Scouts of America).

Career Programs (See example).

To Acquaint Student with the Major Occupational Fields

Selected Materials and Resources

Speakers from occupational fields.

Tape recordings and recordings:

"A Man's Work," (100 different interviews) McGraw-Hill Book Co., 330 West 42 Street, New York, New York 10036

Occupational Information Tape Recordings, University of Kansas Guidance Bureau, Lawrence, Kansas

Professional and Industrial Societies (See list on pages 299 through 310 of *Occupational Information*, 1964, Science Research Associates, Chicago, Illinois

Government agencies:

Occupational Outlook Handbook and Quarterlies, United States Department of Labor, 1967.

Armed Forces Handbook, United States Department of Defense, Washington, D.C., or your local Armed Forces recruiter.

Department of Labor, Bureau of Apprenticeship and Training.

Office of Education, Department of Health, Education, and Welfare.

Superintendent of Documents, Government Printing Office, Washington, D.C.

Career Kits with supplementary materials subscription service:

Science Research Associates, Chicago, Illinois

Chronicles, Guidance Publications, Moravia, New York 13118

Careers, Largo, Florida 33540

Career Monographs:

Institute of Research, Chicago, Illinois

Career Booklets:

Metropolitan Life Insurance Company, 51 Madison Avenue, New York City, New York.

Books:

Hopke, William E. *Encyclopedia of Careers and Vocational Guidance*, Volumes I and II. Doubleday and Company, Garden City, New York, 1967.

National Forum Foundation. *Planning My Future*. The Foundation, American Guidance Service, Publishers' Building, Circle Pines, Minn. 55014, 1964.

——————. *Toward Adult Living*. The Foundation, American Guidance Service, Publishers' Building, Circle Pines, Minnesota 55014, 1964.

Peterson, Eleanor. *Successful Living*. Allyn & Bacon, Dallas, Texas, 1959.

Films:

"The Big Question—Choosing Your Career," Associated Films, 347 Madison Avenue, New York, New York 10017.

"Choosing Your Occupation," Coronet Films, Coronet Building, Chicago, Illinois 60601.

Examples

1. An in-depth study of any specific occupation might be made by an individual student, according to his own interest. An outline is developed in greater detail in Appendix A.
2. Plan for a Career Program (See Appendix C for detailed suggestions).

   Major steps in developing a Career Program for high school:

   1. Develop faculty support.
   2. Develop community support and interest.
   3. Develop student interest.
   4. Survey the student group or groups which will be involved.
   5. Tally the survey to determine areas with sufficient interest to develop.
   6. Organize the planning committees for the areas selected on basis of survey.
   7. Hold planning meeting at school.
   8. Have reports sent back to counselor or teacher in charge (by a set date).
   9. Assign specific duties.

GOAL #3

What the Student Needs to Know

The values of education in relation to future employment:

1. Financial reward
2. Job status
3. Job promotion
4. Cultural advantages

New innovations may require additional training after initial job entry.

Success in any field will depend on continual enlightenment and awareness of new developments.

Manual jobs for uneducated persons are rapidly disappearing.

Demands for professional and skilled workers are rapidly increasing.

The adult population is going back to school to train for new jobs.

Education (including on-the-job training and retraining) opens the doors for new career opportunities.

Learning Activities

Conduct a survey of obsolete and obsolescent jobs and careers.

Arrange for talks by and interviews with industrial personnel workers concerning job entry and advancement.

Help students become aware of possibilities of continued study in career areas by attending workshops and short courses, correspondence study, night classes, etc.

Conduct a study of automation and how it has changed the occupational picture.

Present labor statistics by the use of graphs, charts, pictures, etc. made by students.

To Develop Understanding of the Need for Continuing Education or Training in the Various Career Areas

Selected Materials and Resources

Current newspapers and magazines

Materials from professional societies

Government agencies:

Statistics from the U.S. Department of Labor and from the Oklahoma Employment Security Commission.

Occupational Outlook Handbook and quarterlies.

Career Kits with supplementary materials subscription service:
Science Research Associates
Chronicles
Careers, etc.

Books:

Diebold, John. *Automation*. D. Van Nostrand.

Peterson, Eleanor. *Successful Living*. Allyn & Bacon, Dallas, Texas. 1959.

Philipson, Morris. *Automation*. Vintage.

Filmstrips:

"Preparing for the Jobs of the 70's," Guidance Associates, Pleasantville, New York.

Examples

Unit study on the effects of automation.

1. Students prepare posters with pictures showing occupations where employment opportunities are practically nonexistent.
2. Study factors causing rise and decline of certain occupations.
3. Prepare graphs and charts showing the relationship of further education after employment and job success.
4. Students research available opportunities for continued study in various career fields.
5. Students report on current trends in occupational fields and resulting demands on individual workers.
6. Study of the occupational changes created by automation:
    - a. Creation of new jobs
    - b. Types of skills needed
    - c. Opportunity and necessity of re-training and education
    - d. Future changes in occupational structure
    - e. Others
7. Use of resource personnel:
    - a. Individual working in a job in danger of becoming obsolete
    - b. Individual working in automation created job
    - c. Company personnel manager
    - d. Educational consultants from industry
    - e. Local small-business man
    - f. Individual who has been re-trained

Examples

8. Field trip to industrial sites which use automation effectively.
9. Presentation of filmstrips on relationship of education and automation.
10. Student panel discussion on "Importance of Continued Education in an Age of Automation".
11. Critique and evaluation of observations in relation to need for continuing education.

GOAL #4

What the Student Needs to Know

Types of training programs available:
- High school vocational programs
- Universities
- Colleges
- Junior colleges
- Trade schools
- Vocational-Technical schools
- Apprentice training
- Technical institutes
- Business schools
- Adult education
- Special schools

Features to be considered in selecting future training:
- Admission policies
- Type of student body
- Cost of attendance
- Geographic location
- Course of study
- Affiliation
- Financial aids available
- Degree or certification offered

Learning Activities

Vocations class

Individual conference with counselors and teachers

College nights

Interviews with representatives from schools, etc. (including the Armed Forces)

Field trips

Explanation of vocational programs available in the local school by:
- Vocational class instructor
- Students presently enrolled in vocational classes.

To Acquaint Students with Information Concerning Schools, Colleges, and Other Training Programs

Selected Materials and Resources

Bulletins
Pamphlets
Brochures
College Catalogs
Representatives
Alumni of local school
Teachers
Counselors
Armed Forces representatives
High school public relations offices from various schools.
Filmstrips:
"Choosing a College," Part I; "How to Read a College Catalog," Part I; "I Wish I'd Known That Before I Went to College," Parts I & II; "Should You Go to College," Part I, Guidance Associates, Pleasantville, New York.

Examples

The implementing of a program presented by a personnel director or representative of some college or university.

1. **Arrange for a definite date and time when the representative will be at your school and place on school calendar of events as soon as you have cleared with school administration.**
2. **Notify students of the senior class of the specific event and what institution is being presented.**
3. **When the representative arrives, bring students into a central meeting place for general orientation and then allow students to talk individually in classes where they are specifically interested.**
4. **This may be implemented after school as a night program (College Night) with representatives of several colleges or vocational technical schools.**

For larger schools this type program will probably be implemented differently from the smaller schools.

1. **Secure approval of the program from the administration.**
2. **Make a specific appointment with representatives of all institutions of education in which students are interested.**
3. **Notify students interested in a certain school to come by the counselor's office and sign up for specific interviews prior to the time set.**
4. **When the time comes for the interviews, notify the students of the time and place.**

GOAL #5

What the Student Needs to Know

All jobs have an importance.

There is no way to make a contribution (to society) except through work.

All honest work is honorable and has dignity of its own.

All work, both mental and physical, is necessary and respectable and demands respect.

Any individual's choice of jobs is worthy of respect.

Learning Activities

Prepare charts showing aspirations of previous classes in the local school as compared with the needs for jobs in the community.

Discuss dignity of jobs in any job family from unskilled through the professional.

Conduct survey of job needs in the community.

Encourage general class discussion regarding dignity of various jobs.

Organize panel discussions.

Have students write themes expressing their personal feelings concerning dignity of certain jobs.

Point out examples from current literature, history, and examples in the local community.

Invite guest speakers such as city managers, school personnel directors, and hospital administrators.

To Develop a Realistic Attitude Toward the Dignity of All Work and Workers

Selected Materials and Resources

Television programs

Chamber of Commerce

Hospital administrators, personnel directors or others who can present the different types of workers needed and the importance of each.

Stories appearing in English literature books may be used for outside readings.

Books:

Hopke, William E. *Encyclopedia of Careers and Vocational Guidance*, Volumes I and II. Doubleday and Co., Inc., 1967.

Films:

"How Can I Understand Others," Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Michigan 48211.

Examples

Conduct a survey of occupational intentions of present senior class. Present bar graph showing result of survey. Conduct discussion concerning need and dignity of each type of work.

List of occupational intentions to be used on graph and in survey of the present senior class:

- Professional, Technical
- Farmers and Farm Managers
- Managers, Officials, and Proprietors except Farmers
- Clerical and Kindred Workers
- Sales Workers
- Craftsmen, Foremen
- Operators
- Private Household Workers
- Service Workers except Household
- Laborers except Farmers
- Careers in Military
- Unknown

GOAL #6

What the Student Needs to Know

More jobs are lost because of the inability to work with others than because of lack of skills.

It is the responsibility of each worker to give a full day's work for a full day's pay.

Superior ability to work with others is a basis for promotion.

Loyalty between employer and employee is essential to good working relationships.

Learning Activities

Study why people lose their jobs.

Study the most desirable personality traits of workers.

Have the students interview employers to determine what they look for in prospective employees and promotion.

Form a library of taped or recorded interviews with persons in all kinds of occupations.

Have students engage in role-playing:
  Employment interview
  Problem situations

To Develop Attitudes of Respect for and Cooperation with Employers and Fellow Employees

Selected Materials and Resources

Employers

Workers

Books:

National Forum Foundation. *Discovering Myself*. The Foundation, 720 Washington Avenue, S.E., Minneapolis, Minnesota 55414, 1961.

————. *Planning Your Future*. The Foundation, 720 Washington Avenue, S.E., Minneapolis, Minnesota 55414, 1964.

————. *Toward Adult Living*. The Foundation, 720 Washington Avenue, S.E., Minneapolis, Minnesota 55414.

Peterson, Eleanor. *Successful Living*. Allyn & Bacon, Dallas, Texas, 1959.

Films:

"Personal Qualities for Job Success," Indiana University, Bloomington, Indiana.

"Developing Self-Reliance," "Developing Leadership," "Developing Responsibility," "Everyday Courtesy," and "Understanding Your Ideals," Film Library, University of Oklahoma, Norman, Oklahoma 73069.

Filmstrips:

"Failure: A Step Towards Growth," "Getting and Keeping Your First Job," "Somebody's Cheating," and "Your Job Interview," Guidance Associates, Pleasantville, New York.

Examples

Panel discussion

Suggested panel

Moderator: An employer, an employee, a placement bureau representative, a prospective employee.

Procedure: Moderator directs discussion regarding personal traits and their relationship to success. Questions regarding following traits are directed to panel members for discussion:

- Honesty
- Cooperation
- Efficiency
- Proper grooming
- Initiative
- Ability
- Punctuality
- Courtesy
- Good health

GOAL #7

What the Student Needs to Know

Each person must learn to accept and like himself.

Each person needs to recognize and accept his capabilities and his limitations.

Each person should strive to become what he is capable of becoming.

Wise individual decisions should be based on accurate information:

Concerning careers — interests — aptitudes — achievement scores — personal feelings.

Each person should make his own decisions.

In 1963, over one half of the high school graduates went into institutions of higher learning to prepare for occupations which involved less than one eighth of our working force.

Learning Activities

Proper use of an adequate, well-balanced testing program for each student, accompanied by a meaningful interpretation by trained personnel.

- Interest inventory
- Aptitude tests
- Ability tests
- Achievement tests

A personal inventory to include:

- Autobiography
- Data Sheet
- Check List

Students could listen critically to their own taped or recorded simulated interviews.

Parent — student — counselor (or teacher) conference to discuss realistic appraisal.

To Develop a Realistic Understanding of One's Self Regarding Decision Making Relative to Career Choices.

Selected Materials and Resources

Publications:

Chart Your Job Future and Life Adjustment booklets, Science Research Associates, Chicago, Illinois.

Films:

"Aptitudes and Occupations," Coronet Films, Coronet Bldg., Chicago, Illinois 60601.

"Understanding Your Ideals," "Developing Your Character," "Developing Responsibility," "Developing Self-Reliance," "How to Investigate Vocations," and "Choosing Your Occupation," Film Library, University of Oklahoma, Norman, Oklahoma.

Examples

Each student needs complete data regarding himself as well as his environment which involves a continuous process of self-discovery. The following data provides the basis for understanding himself:

1. Interest in an aversion to school subjects
2. Achievement in school subjects
3. Participation in school activities
4. Offices held in school or out-of-school activities
5. Recreational activities
6. Reading interests
7. Work experiences
8. Measured interests
9. Measured special aptitudes
10. Expressed vocational interests
11. Educational and vocational levels of family members
12. Economic status of family
13. Physical development and disability
14. Ability to meet and work with people
15. Personal traits of initiative and dependability
16. Personal needs and drives

GOAL #8

What the Student Needs to Know

Each subject is important in preparing the student for his future occupation.

Each subject area has many related occupational possibilities.

Learning Activities

Each teacher should show the job possibilities in relationship to his subject matter. This can be done by preparing, or having the students prepare a large wall chart. If there is not time for an entire unit, at least some time could be spent pointing out these possibilities.

Each department or each classroom could develop a file of occupational information specifically related to the subject matter area.

A student committee could be organized to work as a group on a specific subject-matter field to:

1. prepare bulletin boards
2. prepare posters
3. write articles for the school newspaper

Guests may be invited to speak on careers related to subject matter fields.

A bibliography of books available in the local library which will describe a particular occupation could be developed by the teacher, by the students, or by the librarian.

Students should be encouraged to attend meetings and lectures, or listen to radio or TV programs pertaining to subject-matter related occupations.

Students could conduct and then report on interviews with persons in the local community who are working in jobs related to the subject matter.

Demonstrations of the tools or material used in certain occupations could be presented by local workers, teachers, or capable students. (Where applicable, in science, mathematics, drafting, etc.)

To Point Out the Relationship Between Specific High School Courses and the Jobs for Which They Can Prepare the Student

Selected Materials and Resources

Charts showing job relationships to the specific subject areas are available through your counselor's office or from the State Department of Education. One example of these charts may be found in Appendix B, and the others available are also listed there.

Books:

Bugeleisen, J. F. *Careers and Opportunities in Commercial Art*. E. P. Dutton & Co., Inc., 201 Park Avenue, South, New York, New York 10003.

Chamberlain, J. H. *Careers for Social Scientists*. H. Z. Walck, 19 Union Square West, New York, New York 10003.

Cohn, Angelo. *Careers with Foreign Languages*. H. Z. Walck, 19 Union Square West, New York, New York 10003.

Duncan, Clidett. *Find a Career in Agriculture*. Putnam, New York, New York, 1961.

Pollock, Phillip. *Careers and Opportunities in Science; a Survey of all Fields*. E. P. Dutton & Co., Inc., 201 Park Avenue, South, New York, New York 10003.

Filmstrips:

"How to Make a Career Decision," Essential Education, Box 968, Huntsville, Texas.

"Tommy Looks at Careers: Chemistry," Sterling Movies, U.S.A., Inc., New York, New York 10023.

Pamphlets:

Science Research Associates, Chicago, Illinois.

Guidance Activities for Teachers of Foreign Languages—Munson 5-138.

Guidance Activities for Teachers of English—Munson 5-134.

Guidance Activities for Teachers of Social Studies—Munson 5-135.

Guidance Activities for Teachers of Science—Munson 5-136.

Guidance Activities for Teachers of Mathematics—Munson 5-137.

Other materials are available in almost any occupational area.

Examples

Present a list of some occupations related to interest and ability in mathematics (for chart form see example in Appendix B.) For other subjects, lists and charts are available through the Guidance Division of the Oklahoma State Department of Education.

I. Mathematics:
   1. All engineers
   2. Biological Science
   3. Forester
   4. Dentist
   5. Broadcasting Technician
   6. Electrician
   7. Carpenter
   8. Plumbers
   9. Electronic Technician
   10. Mathematics Teacher
   11. Secretary
   12. Actuary
   13. Insurance
   14. Banker
   15. Surveyor
   16. Accountant
   17. Statistician
   18. Medicine
   19. Navigator
   20. Agricultural Engineer
   21. Architect
   22. Chemist
   23. Economist
   24. Dental Technician
   25. Technician (Science & Engineering)
   26. Machinists
   27. Commercial Teacher
   28. Business Worker
   29. Bank Clerk
   30. Bookkeeper
   31. Optometrist
   32. Airline Pilot
   33. Farmer
   34. Draftsman

GOAL #9

What the Student Needs to Know

How to apply for a job.

Where to apply for a job.

Personal qualifications desirable for successful employment.

What jobs are available in the community for:
1. Summer employment
2. After school employment
3. Permanent employment

A clear understanding of the benefits and rewards including:
1. Salaries in keeping with the type of work
2. Services rendered
3. Skills of workers

An understanding of the relationships between part-time jobs and careers.

An acceptance of the fact that "All honest work is honorable."

Learning Activities

Role-playing with the students taking the parts of the interviewer and the applicant for a job.

Skits showing proper and improper ways of applying for jobs.

Listening to prepared interviews.

Completing sample applications.

Presentation of procedures and steps in applying for jobs.

Identify personal qualifications and training requirements for entry into jobs.

Community survey of jobs available.

Invite representatives of employment services or possible employers to talk with class or group.

Practice in writing letters of application.

Practice in preparing a personal data sheet.

Actual participation in a part-time job, work study, apprentice training, community action programs, and vocational programs.

Teachers' presentation of relationship between part-time jobs and career choices.

To Provide Information to Students Regarding Employment

Selected Materials and Resources

Private employment agencies.

College placement bureaus.

Personnel directors from schools and industry.

Chamber of Commerce personnel and public actions.

Oklahoma Employment Security Commission.

Books:

Magoun, F. Alexander. *Successfully Findi-g Your Job.* Harper & Row, New York, New York.

Mitchell, Dreese. *How to Get the Job.* Science Research Associates, Chicago, Illinois.

Science Research Associates. *Role Playing Methods in the Classroom.* The Association.

Sinick, David. *Your Personality, Your Job.* Science Research Associates.

Worthy, James C. *What Employers Want.* Science Research Associates.

Films:

"Personal Qualities for Job Success," and "How to Investigate Vocations," Coronet Films, Coronet Bldg., Chicago, Illinois 60601.

"The Right Road," Film Library, University of Oklahoma, Norman, Oklahoma.

"Choosing Your Occupation," University of Indiana, Bloomington, Indiana.

"Getting a Job," Encyclopaedia Britannica, Chicago, Illinois.

Filmstrips:

"Adjusting to the Job," McGraw-Hill, New York, New York.

"How to Get a Job and Keep It," Essential Education Co., Box 968, Huntsville, Texas 77340.

Examples

Role-Playing:

1. Select the situation. For example: Bob being interviewed by Mr. Jones for a job as a gasoline station attendant.
2. Select the participants.
3. General and specific instructions to the participants:
   - A. Bob introduces himself to Mr. Jones, explaining why he is here; how he learned of the job opening; his interest in prospective employment, etc.
   - B. Mr. Jones explains what he expects of an employee and asks Bob what his qualifications are; what his work experience has been; who his personal references are.
   - C. Bob, after answering these questions, will in turn ask about working hours and conditions, hazards, regulations, whether uniforms are furnished by employer or workers, wages and other benefits.
4. Warm-up and explanations to relax the students and prepare them for observation.
5. Teacher and class discussion and review of the success of the role-playing disassociated from the personalities of the actors.
   - A. The participants discuss their feelings in the roles they played.
   - B. Class members offer comments and criticism.
   - C. Teacher directs discussion and helps to point out alternatives.
6. Teacher is responsible for personal evaluation by observing questions and comments made by students either at the time or at a later date.

TEACHERS' SELF EVALUATION

Check the correct answer to each question:

	Yes	No
1. Do I know my pupils—their backgrounds, abilities, and interests?	____	____
2. Do I know the school program?	____	____
3. Do I know the school policies regarding graduation requirements, attendance, credit, work experience, and the like?	____	____
4. Do I know the faculty, the clerical staff, and the available specialists in the school?	____	____
5. Do I know the community agencies in my locality and the services which they make available?	____	____
6. Do I know sources of information on occupations and educational opportunities?	____	____
7. Do I maintain informal and objective notes on observations made of students?	____	____
8. Do I create the feeling in the classroom that I am interested in each student as a person and am desirous of cultivating his friendship?	____	____
9. Have I pointed out to my students that all honest work has dignity?	____	____
10. Do I provide ample opportunities for group participation?	____	____
11. Am I successful in developing group attitudes that will encourage a student when he does well, and find ways of helping him when he does not do so well?	____	____
12. Are the members of the class successful in discovering each other's strong points and in assisting the teacher in providing opportunties for all students to demonstrate their abilities in a variety of ways?	____	____
13. Am I aware of potential dropouts and of students who seem to manifest little interest?	____	____
14. Have I extended an invitation to the school specialists such as counselors to visit my classroom so that the students may know them and the services they render?	____	____
15. Have I helped the students in the class learn some of the techniques and methods of objectively solving educational and emotional problems?	____	____
16. Do I use cooperative planning procedures in the classroom?	____	____

TEACHERS' SELF EVALUATION (Cont'd)

	Yes	No
17. Have the students learned ways to evaluate their own problems?	____	____
18. Am I aware of the jobs in my community related to my subject area?	____	____
19. Do I assist students in securing part-time jobs related to my subject area?	____	____
20. Have I provided an opportunity for my students to investigate the career opportunities related to my subject area?	____	____

STUDENT'S EVALUATION

1. I have been made aware of continued change in the world of work.

   Very much____ Somewhat____ Not at all____

2. I feel that I can accept change and will not object to making personal changes in my work and in my personal life.

   Yes____ No____ I don't know____

3. I have become acquainted with the major fields of work and have developed a serious interest in one or more career areas.

   Yes____ No____

4. I have had an opportunity to explore career possibilities in which I am interested, to make some comparisons, and to reach some decisions regarding my own career.

   Yes____ No____

5. I feel that I will need further training or education.

   Yes____ No____

6. If the answer to No. 5 is "Yes," I know where I can find the training.

   Yes____ No____

7. I feel that I will be ready to enter my chosen career when I have finished high school.

   Yes____ No____

8. Three methods of achieving further education would be:

   A. ________________________

   B. ________________________

   C. ________________________

9. I have had an opportunity to discuss with a counselor or teacher my interests, abilities, weaknesses or strengths in relation to a career choice.

   Yes____ No____

   Yes, but I did not do so______

10. I believe I have improved my own ability to get along with others.

    Yes____ No____

11. I have considered my abilities so I can present myself favorably when applying for a job.

    Yes____ No____

12. There is on file in the counselor's or administrator's office information which will help them in making recommendations for me.

    Yes____ No____ I don't know____

13. I feel that my entire high school experience has made an important contribution toward my future career choice.

    Yes____ No____

Student's Evaluation (Cont'd)

14. Those courses which have been most important to me are:

____

____

____

15. The course(s) in which I can see no relation to my future career is (are):

____

____

____

16. Is having a job more important than any other personal goal?

Yes_____ No_____

17. I have had work experience while in high school.

Yes_____ No_____

If "Yes," indicate kind____________________

18. I have had the opportunity to visit with people who are actively engaged in the career field in which I am interested.

Yes_____ No_____

19. I have had the opportunity to attend a Career Program.

Yes_____ No_____

Yes, but I did not attend_____

20. In my opinion my school provides adequate assistance concerning possible career choices.

Yes_____ No_____

Appendix A

Educational and Occupational Information

What the Student Needs to Know

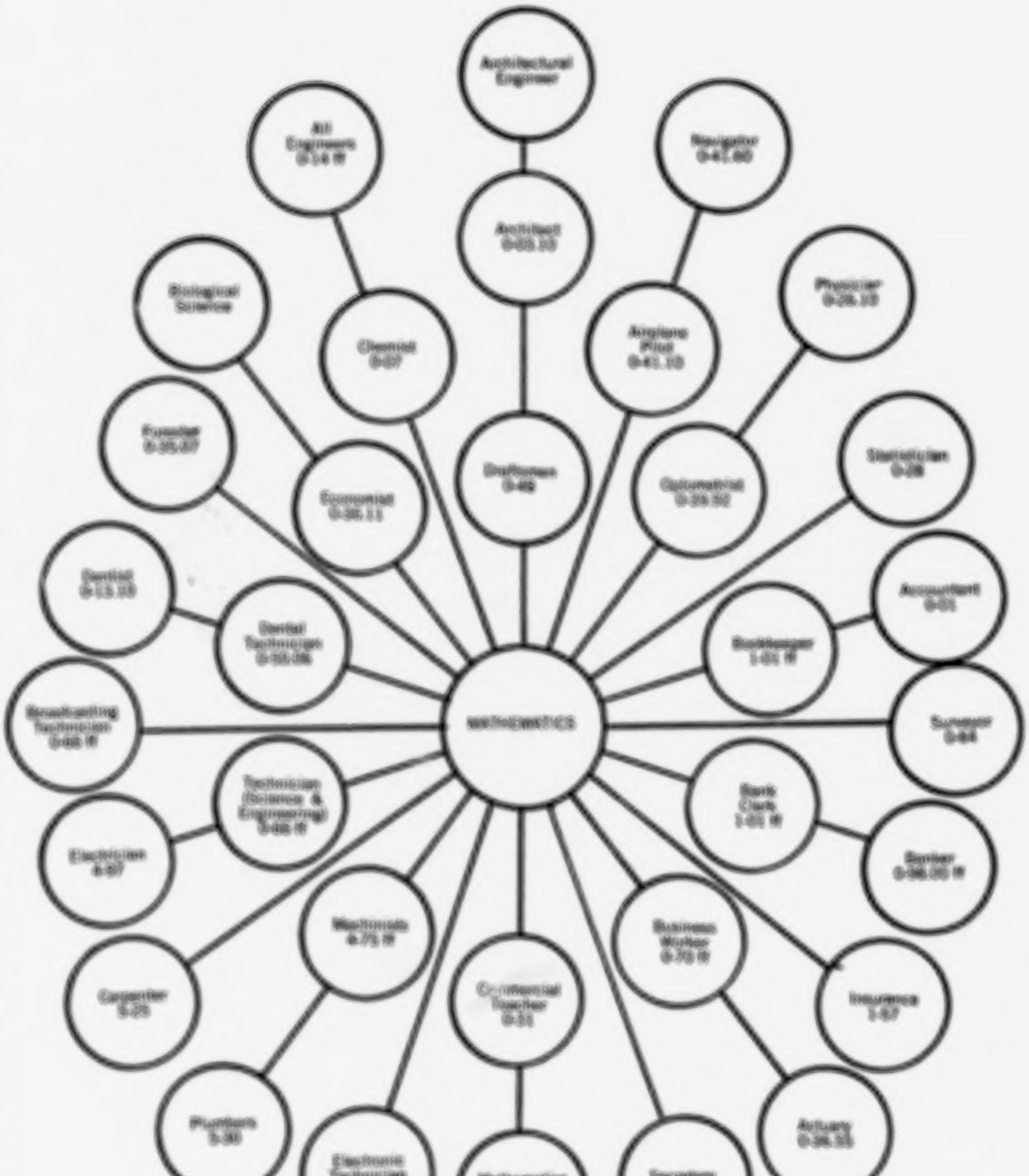
I. History of the occupation
II. Importance of the occupation and its relation to society
III. Duties
    A. Definition of occupation
    B. Nature of the work
IV. Number of workers engaged in occupations (give source, date, and area covered by figures used)
    A. Present number
    B. Distribution
    C. Trends and outlook
V. Qualifications
    A. Age
    B. Sex
    C. Special physical, mental, social, and personal qualifications excluding those obviously necessary for service in all types of work
    D. Special skills essential for performance on the job
    E. Special tools or equipment essential for the performance of the job which must be supplied by the worker
    F. Scores on test for employment or selection
    G. Legislation affecting occupation
VI. Preparation
    A. General edu[illegible]
    B. Special trai[illegible] including probable cost of training
    C. Experience
VII. Methods of entering
    A. Public employment
    B. Special employment agencies
    C. Civil Service examinations
    D. Apprenticeship
    E. License, certificate, etc.
    F. Other methods and channels
VIII. Time required to attain skill
    A. Special apprenticeship or union regulations
    B. Length of period of instruction on the job
    C. Length of time before median and maximum rates of pay are reached
IX. Advancement
    A. Lines of promotion: jobs from which and to which workers may be promoted
    B. Opportunity for advancement
X. Related Occupations
    A. Occupations to which job may lead
    B. Occupations from which one may transfer
XI. Earnings
    A. Beginning wage range
    B. Wage range in which largest number of workers is found
    C. Maximum wage received by most highly skilled
    D. Median and average salary, if available and difference for sex and age groups
    E. Annual versus life earnings
    F. Regulations
    G. Benefits
    H. Rewards and satisfaction other than monetary

Appendix A
(Cont'd)

XII. Conditions of work
    A. Hours
    B. Regularity of employment
    C. Health and accident hazards
XIII. Organizations
    A. Employers
    B. Employees
XIV. Typical places of employment
XV. Advantages and disadvantages not otherwise enumerated
XVI. Supplementary information
    A. Suggested readings: books, pamphlets, and articles
    B. Trade and professional journals
    C. Other sources of information
    D. Lists of associations, firms or individuals who may provide further information

Appendix B

SOME OCCUPATIONS RELATED TO INTEREST AND ABILITY IN MATHEMATICS



Appendix C^1

SUGGESTED OUTLINE FOR A CAREER PROGRAM

Career Days have fallen into disrepute in some instances because of a feeling they reduce the school to the "three-ring circus" type of activity. This has been true, unfortunately, in some cases. However, it need not be so if the activity is planned in detail with sufficient care taken to help students understand the real purpose and the plan of the program. Indeed, a Career Program can be the most successful activity possible for developing a true school-faculty-student body and community cooperative endeavor. One plan which has worked successfully for seven years is outlined briefly with suggested forms in the Appendix.

This activity is usually the responsibility of a counseling or guidance person but could be equally well done by an interested faculty member.

I. *Develop Faculty Support* (Give brief outline of purpose and general philosophy.) Ask for volunteers from faculty for group chairmen.

II. *Develop Community Support and Interest*
  A. Contact local service clubs—Altrusa, B.P.W., Kiwanis, Rotary, Civitan, Lions, etc. Ask for help to sponsor such an activity from the Youth Committee or Vocational Committee which all such groups possess as part of their organization.
  B. Suggest one women's group and one men's group combine the sponsoring and share the work and minor expense.
  C. Ask the local newspaper for a *Career Night Story* giving credit to the groups sponsoring activity and enlarging upon the purpose of the activity as an informative, realistic service to students concerning the world of work.

III. *Develop Student Interest*
  A. Get article in school newspaper telling about plan, date, etc.
  B. Through school leaders develop a feeling that this is a "special event"—"the thing to do." (P.A. announcements, etc.) For this reason, a *Career Night* is held in our school. It is voluntary (attendance is unbelievably high—over 80%). It is limited to seniors because they are really ready—graduation is around the corner—and they are truly interested and receptive. Outstanding Juniors are selected to act as Student Guides and so build prestige for the event next year.
  C. Ask for Seniors who are interested in serving as *Student Planners* to work with community leaders to register for the career area of their particular concern with the counselor or teacher in charge as the situation may be.

IV *Survey the senior students* (or the group your school wants to involve)
  A. Use a prepared check list questionnaire (see Appendix C^2). Always leave place for student to insert any suggestions of his own.
  B. Have person giving the survey discuss the purpose and general plan. Again briefly stress the fact that if a student is interested and agrees to come, he is making an engagement with a person who will be invited to answer *his* personal questions and he will be expected to attend except for a good reason. (We have seen a definite growth in a feeling of responsible attitude here for following through with an agreement.) This is a good opportunity to develop attitudes.

Appendix C^1 (Cont'd)

V. *Tally the Survey to Determine Areas with Sufficient Interest to Develop Panels*—Areas of interest are used to help develop understanding of the *many* types of work and occupations in a field of interest rather than groups for isolated or specific jobs.

VI. *Organize the Planning Committees for the Areas Selected on Basis of the Survey*
   A. Ask for a faculty member to be chairman (ease of liaison) of each interest area.
   B. Ask for one representative from each of the sponsoring clubs for *each* interest area. (The reporting school has eleven interested areas with eleven Altrusans and eleven Kiwanians on the planning committees.)
   C. Select two or three student planners for each interest area as situation warrants.

This makes a committee of five or six for each area—one faculty member (Chairman), two or three student planners, and two civic club member planners.

VII. *Hold Planning Meeting at the School with Director (teacher or counselor) in charge.* (This should be at least four or five weeks in advance of the actual evening.)
   A. Give each committee a folder with pertinent materials — past years programs, lists of possible speakers, samples of student evaluations, complimentary and critical, and specific directions concerning their duties. (See Appendix C^1)
   B. See that newspaper publicity is procured—a picture of the meeting of one of the committees has been effective showing students, business leaders, and teachers around a table.
   C. See that there is a committee to provide cokes for the students during the break between the two sessions. This takes place in the school cafeteria and the Civic Club men usually have the responsibility here. This social time adds a "fun" element also.

VIII. *Have Reports Back to Counselor, Teacher or Person in Charge at Set Date Confirming Selected Panelists for Each Area.*

IX. *Specific Duties to be Assigned*
   A. Send letters and outlines to the selected panelists outlining duties, etc. which are given in original contact by members of the planning committee.
   B. Arrange for physical set-up-rooms, etc., with administrator to insure that seating arrangements will accommodate the members as shown on survey totals.
   C. Have programs printed (taking extreme care with proper names and titles of panelists.)
   D. See that Junior Guides know duties of escorting panelists to proper rooms, giving out programs, etc.
   E. Make arrangements with school audio-visual personnel to tape some of the presentations in each interest area to help develop file of occupational tapes for future student use.
   F. Prepare and post the list of student assignments so the students have ample time to check rooms, etc., prior to actual arrival on Career Night.
   G. Continue to develop interest through press (school and community) with activities, list of panelists in community who have accepted, etc.

Appendix C^2

Sample Form

SENIOR CAREER CONFERENCE PLANNING QUESTIONNAIRE

Student's Name______________________________

A senior Career Conference will be held at__________
High School on Tuesday, (Date), from 7:00-9:45 P.M.

Will you attend? Yes_____ No_____
CIRCLE THE ROMAN NUMERAL OF THE *TWO OCCUPATIONAL AREAS YOU WILL ATTEND* DURING THE CONFERENCE, AND UNDERLINE THE *SPECIFIC JOB* IN WHICH YOU ARE INTERESTED IN *EACH AREA.*

I. *Armed Forces Information*
  A. Army
  B. Navy
  C. Marine Corps
  D. Air Force
  E. National Guard
  F. Reserve Program
  G. Coast Guard
II. *Business and Related Fields*
  A. Merchandising
  B. Secretarial Work
  C. Banking & Insurance
  D. Real Estate
  E. Accounting
  F. Data Processing

  G. Other__________________
III. *Communication Field*
  A. Reporter (Newspaper)
  B. Professional Writer
  C. Editor
  D. Television Producer
  E. Radio Announcer

  F. Other__________________

IV. *Educational and Instructional Work*
  A. Teacher (High School)
  B. Teacher (Elementary)
  C. College Professor
  D. Minister
  E. Youth Director
  F. Social Worker
  G. Psychologist

  H. Other__________________
V. *Engineering and Related Fields*
  A. Electrical Engineer
  B. Civil Engineer—Surveyor
  C. Chemical Engineer
  D. Geological and Petroleum Engineer
  E. Computer Programmer
  F. Engineering Technician
  G. Architectural Engineer

  H. Other__________________
VI. *Federal Government Careers*
  A. Peace Corps and related jobs
  B. Civil Service Opportunities
  C. Opportunities in Foreign Language

  D. Other__________________
VII. *Fine Arts*
  A. Music
  B. Art
  C. Drama

  D. Other__________________
VIII. *Home Economics and Related Fields*
  A. Interior Decorator
  B. Restaurant Manager, Food Service
  C. Florist and Floral Design
  D. Fashion Designer
  E. Fashion Buyer

  F. Other__________________

Appendix C^2

(Cont'd)

IX. *Legal and Law Enforcement Areas*
- A. Judge
- B. Attorney
- C. Jobs in Law for Women
- D. Law Enforcement Area
  - 1. Police Officer
  - 2. Detective
  - 3. F.B.I. Agent

- E. Other______________

X. *Medical and Related Fields*
- A. Physician
- B. Nurse
- C. Dentist
- D. Medical Technician
- E. Pharmacist
- F. Psychiatrist
- G. Veterinarian

- H. Other______________

XI. *Specialized and Technical Areas*
- A. Mechanics—Auto or Diesel—and Body Work
- B. Construction Technology
- C. Upholster—Furniture Repair
- D. Plumbing, Heating, Refrigeration
- E. Electrical Work
- F. Electronics
- G. Drafting & Design
- H. Graphic Arts, Printing, etc.
- I. Machine Shop
- J. Cosmetology
- K. Airline Stewardess

- L. Other______________

Appendix C^1

Sample Form

SENIOR CAREER NIGHT PLANNING COMMITTEE

I. ARMED FORCES INFORMATION
Mr. W. Johnston, Mrs. Betty Ross, Mr. Wayne Grimwood, Bill Howard, Jon Rennie, Robert Bilbo.

II. BUSINESS (2 sections) Secretarial and other than secretarial
Mrs. M. Mitchell, Mrs. B. Bovee, Mrs. Maudine Holland, Mrs. Ina Jennings, Erin Donahue, Dorothy Davis, John Elrod, Tommy McPherson.

III. COMMUNICATION FIELD
Mrs. Sharon Iorio, Miss Jane Bryant, Mr. Lyndol Hall, Carol Martin, Jim Power, Ron Henderson.

IV. EDUCATIONAL AND INSTRUCTIONAL WORK
Mrs. V. Smith, Mr. Bill Lam, Mrs. Marie Holland, Mr. Tom Lucas, Kendra Malmberg, Candy Chandler, Barbara Myers, Judy Bevers.

V. ENGINEERING
Mrs. K. Maddox, Miss Betty Jackson, Mr. Dale Hawkins, John Ritz, Les Williams, Carolyn Sorrells.

VI. FEDERAL GOVERNMENT CAREERS
Mrs. C. Evans, Mrs. Myrtle Kellerhals, Mr. Robert Vaughan, LaDean Hodges, Pam Purcell, Mike Morrison.

VII. FINE ARTS
Mr. Harry Haines, Mrs. Altha Greenshields, Dr. R. H. Sherrill, Beth Cornelius, Danise Simpson.

VIII. HOME FURNISHING, FOOD SERVICE, CLOTHING DESIGN & DISTRIBUTION
Mrs. Betty Jo Hiss, Mrs. Inez Rolette, Mr. Kay Caudill, Nancy Liddell, Mary Lee Gibson, Jo Ann McLeod, Linda Verner.

IX. LEGAL AND LAW ENFORCEMENT AREAS
Mr. R. Smith, Mrs. Orpha Merrill, Mr. Coy H. McKenzie, Larry Huffman, Vaughn Clark, Kathi Hayes, Donna Ledgerwood.

X. MEDICAL FIELD
Mrs. C. Bussjaeger, Dr. Mary Abbott, Dr. Phil Haddock, Carole McCord, Ann Moreton, Larry Hollingsworth.

XI. SPECIALIZED AND TECHNICAL AREAS
Miss Florence Pevehouse, Mrs. Martha Woods, Mr. Allan Morain, Judy Grissom, Laura Caudill.

Appendix C^{4}

Sample Form

(BLANK) HIGH SCHOOL

SENIOR CAREER NIGHT

To Faculty Planners:

Suggestions to Planning Committee
The chairman of each committee will be the (Blank) High School faculty member. This will facilitate communications and organization with the Guidance Department.

I. List names of several possible speakers for each of the areas needed—in order of preference if desired. Limit panels to 6-7 speakers and consolidate where possible.

II. Make definite assignments to committee members to make the necessary contacts by phone or mail. Make certain only one person contacts a speaker for each particular area—to avoid possibility of having asked two people to speak on the same subject. A "slip" here can be disastrous.

III. At the time of contact, it is essential to secure a definite "Yes" or "No" commitment. If a possible panelist is uncertain—it is better to thank him and try another rather than wait a period of days only to find he cannot accept after all.

IV. Emphasis should be placed on securing speakers who are actively engaged in work they discuss.

V. The chairman of a university department, or his representative, who can discuss course content and degree requirements in the various fields appears an essential choice in each professional area.

VI. Be sure, that the speaker knows the time, the place, and his responsibilities as a panelist and tell him the counselors will mail specific directions with a reminder of the date.

VII. Have committee members promptly report acceptances to you as chairman with the needed information about each panelist who accepts.

VIII. When the panel for each area has been completed, the chairman will see that the form listing all speakers with titles, addresses, and phone numbers is returned to counselors no later than (date).

IX. Committee assignments to write letters of appreciation after the conference should be made at this time.

X. Your committee needs to secure speakers for these areas:

1.________________ 4.________________
2.________________ 5.________________
3.________________ 6.________________

Appendix C^5

Sample Form
(BLANK) HIGH SCHOOL
SENIOR CAREER NIGHT PANEL

Career Area ____________

Number of Students Enrolled ____________

Committee Members

Faculty ____________

Altrusa Club ____________

Kiwanis Club ____________

Other Clubs ____________

Students ____________

____

	PANELIST (Full Name)	TITLE AND PLACE OF BUSINESS	HOME ADDRESS	HOME PHONE NUMBER
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

[This completed form should be returned to (Counselor) no later than (Date)]
It is *essential* that this information be obtained promptly in order to have the newspaper publicity to release the names of panelists, etc., for the printing of the Career Night programs.

Appendix C[6]

Sample Form

Dear Panelist:

(Date)

The planning committee for the (Blank) High School Career Night has told us of your acceptance to serve as a panelist on the evening of Tuesday, April 18, 1967, at 7:00 P.M. We are delighted that you are willing to assist us in our effort to provide our senior students with the best possible information in certain selected career areas. We feel that close association with those of you actively engaged in the occupational area designated for your group is of vital interest and importance to our students.

The person who contacted you first undoubtedly has described the general plan for this program; namely, small group situations, five-minute talks by each panelist, to be followed by informal question and answer periods. We are enclosing a list of topics about which questions are usually asked by the students, but be prepared for anything; high schoolers are unpredictable!

Thank you again for your assistance. Contact us if there are any questions you would like to ask about Career Night.

Sincerely,

Appendix C'

Sample Form

(BLANK) HIGH SCHOOL)

SENIOR CAREER NIGHT

Topics about which questions may be asked during the question-and-answer period:

1. Individual qualities (be brief)
   a. Special abilities or aptitudes needed
   b. Personal factors needed

2. Necessary training—high school, technical or college
   (College course requirements)
   a. Cost of training
   b. Schools where training is available

3. Job opportunities

4. Job description
   a. Chances for advancement
   b. Salary, hours, place of work, turnover, etc.
   c. Job security

5. Contribution to society

Appendix C[a]

Sample Form

Faculty Member ____________________

Career Area ____________________

Date ____________________

SUGGESTIONS FOR CAREER NIGHT *FACULTY* REPRESENTATIVES

As faculty representatives for Senior Career Night, you may wish to consider these suggestions:

1. All faculty representatives should be here by (time).

2. The student planners may act as guides for the guest panelists, greeting them in the Student Center and helping them find the proper room, etc.

*3. Roll should be checked to see that students who signed for panels did attend.

4. You will be responsible for introducing the panel members and for informing them that time will be kept. The number of panelists on your panel will determine the time to be allowed each speaker. Allow time for questions.

5. When dismissing Session I, remind them that refreshments will be served during the break. Students will move to the next session; *panelists will return to the same room.* If your student committee members plan to go to a different session, you may ask someone in the second session to help you with details.

6. You and your committee should stimulate the discussions and help direct questions to the proper authority, try to prevent one student or one speaker from monopolizing the time, and express appreciation to panelists and planners for helping us. One of your students may wish to speak for the seniors and the school.

*7. *Check furniture arrangement* with your student planners before leaving Tuesday afternoon to see that there are enough chairs to seat those scheduled for your groups and return all furniture to its original place at the end of the conference.

* IMPORTANT—please check carefully.

Appendix C[9]

SAMPLE OF LISTS TO BE POSTED FOR EACH CAREER AREA

ENGINEERING

Room 138

Session I—7:00 P.M.

Bishop, Pam
Brown, Joe
Brown, Polk
Carnes, E. L.
Carr, Carol
Danner, Noble
Dannhauser, Gus
Echols, Charles
Eidt, Vernon
Foreman, John
Freeman, Thomas

Session II—8:30 P.M.

James, Leroy
James, Mary
James, Melvin
James, Mickey
James, Norman
Knox, E. B.
Knox, M. J.
Lower, Frank
Lowery, Jack
Martin, George
Moore, Fred
Moore, Frosty
Martin, H. C.